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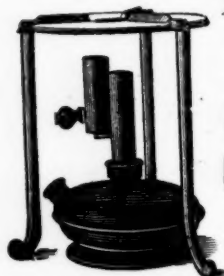
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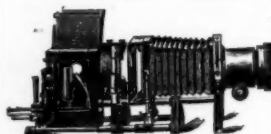
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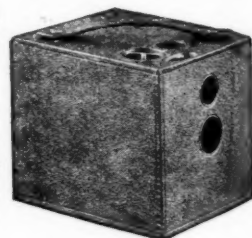
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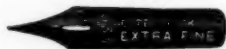
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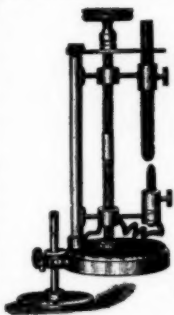
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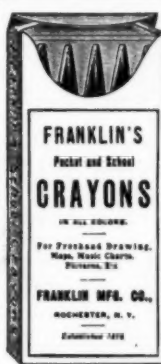
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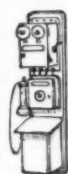
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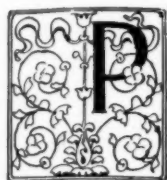
No. 10

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The business department of THE JOURNAL is on page 251.

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Principles or Methods?



PRINCIPLES or Methods, which? A city superintendent, a member of the board of education, and a visitor started out together to look at some schools. One building was inspected; it was in fine order; the pupils were intelligent and the whole aspect was pleasing. Another building was then visited in another part of the town; the principal was a superior looking man, he had the head of a Kepler; but there was a lack of order in his room and in those of most of his assistants; the pupils had many habits that were not agreeable; they stared at the visitors; the work on the blackboards was scrawly, and altogether the total effect was not pleasing.

"Now," said the superintendent, "I have shown you two distinct types of teachers. The first leans strongly to *Methods*; the other to *Principles*—the latter is the ablest man, undoubtedly. But he neglects many essentials, in my opinion. His pupils do not write as well, draw as well, sing as well, march as well, behave as well, nor do I think he 'gets hold,' as we say, of as large a percentage of them as the other man. The ones that have decided talents he seems able to do more for than the other. I have been surprised at his power on a few—on his highly endowed pupils."

The conversation diverged from this point, but the two types were alluded to several times. The representative of the board of education said: "I think I should rather send my children to the first school, for education consists very much in training to habits; there the habits of the pupils were carefully attended to—even the walking from the desk to the blackboard, the position before the blackboard, the arrangement of the figures on the blackboard, and even the mode of holding the pointer. The pupil I observed did not go on until she saw we were attending to her. All these things showed that the pupils had been trained in a method; they did their work with exactness. Possibly this tends to mechanicalness, and there is the danger, but yet there is a place for and a need of mechanicalness."

"The appearance of No. 1," said the superintendent, "is in its favor. Training into habits is necessary, but here is a question I have considered a good deal. If the pupils of No. 1 come under the sway of ideas they can make use of their habits of order, their habits of

doing certain things in certain ways. If they do not enter into the ideal realm, they rarely continue long at school. I don't think the pupils of No. 1 as likely to continue at study, and go to the high school as No. 2; that is, as large a percentage."

"Why is that a result?" "Well, the mechanical teacher, or the one who relies on methods—these are not one and the same, they are two classes—has rarely the imaginative element. Now the creative faculty exists in young persons, and for a purpose. If we study No. 2 it will be found that the materials gained by study are welded together by the imagination. That principal is a close student, a hard worker, and those he loses are mainly from the ranks of the non-studious—those who do not like to study."

"Which pass the best examinations?"

"Those of No. 1. This may seem strange when I say that the other is the hardest working school, but in No. 2 a great deal of work is done that cannot be measured up; in the other every bit of work can be measured. The principal of No. 2 teaches a great deal outside of the course of study. So that on the whole I prefer No. 2; yet a mingling or compound of both would make the ideal teacher. But my experience is that teachers divide into two classes—one that pay great attention to methods, to habits, to ways of doing things; the other to the subject matter, to mental development, to modes of thought, to character. Some of this latter class are splendid scholars, some are so careless of habits they never should enter the school-room."

The division of preference in these two men shows the different estimate placed by the public on teachers. One prefers those who pay special attention to habits, the other prefers those who aim at the thinking of the pupil. The lowest type of the former is the dancing master; the highest of the latter is the lecturer or preacher. The right combination of the two is the thing sought in normal schools. In most teaching a rightly chosen method is of the highest importance. It is a mistake to neglect method in teaching; the ways of the teacher make indelible impressions, as well as aid to open up realms of truth.

Some years ago a convention of teachers considered, Why do not more of our pupils go to the high school? Remember now, the high school is free, and the young men and the young ladies had no pressing duties to keep them from going on with their studies. Several speakers gave their views; one thought there should be more amusement, others had a suggestion equally useless. One high school principal, who was the most successful, was appealed to, and he said, "They must be made to feel they gain and exercise power by going to the high school." And this man was right. The successful

teachers must develop power; there must be training of the right amount, and mental development of the right amount; both of these in the successful school-room. Drill undoubtedly kills off a large percentage in the grammar school. One teacher remarked of teaching Latin, "I can drill a boy until he droops like Parhasius' model."

Observation in Grammar Schools. II.

By LOUISA PARSONS HOPKINS.

NATURE STUDY.—(concluded.)

I found myself in a very disorderly, ungraded class one wet morning. The pretty and refined young teacher was in real distress at the situation. She was struggling with a spelling lesson the words of which she had written upon the blackboard. The class was inattentive and many things distracted their attention. Things were almost beyond control and but few of the pupils made any pretense of trying to recite well. One word was wharf and as most of the class were foreigners they found the word and its phonetic elements very troublesome. "That is a hard word to spell, boys, do you know what a wharf is? How many of you ever go to a wharf?" A great many hands were raised. "What did you ever see at a wharf?" "I saw a rope," "I saw a ship," "I saw a rat," "I saw a turtle," were among the quick replies.

I sent each boy who had answered to write his answer on the board, making him complete his sentence by "at the wharf." I told them to look and see how wharf was spelled. I let each one who wrote, or any others who could do so, tell something about the ship, the rope, the rat, the turtle, and then we connected objects in a short story; we got up a most absorbing interest which we kept within bounds by as many ways of expressing it as was practicable, and within two minutes we had all those distracting energies which had threatened to destroy the accomplishment of the lesson and the peace of the school concentrated upon the lesson itself.

Soon there were sentences in which the word wharf was correctly spelled by all, and time was too short to hear what those boys could tell from their own observation about the various objects about a wharf. We had some excellent contributions about the turtle and the crab, and I sent the teacher next day some very good pictures and studies which interested the class and called out still further observation and reports. That teacher never ceased to thank me for the help I gave her and dated her success afterward as a teacher to that revelation of the inter-relation of subjects of study and the natural suggestions of interest which can be educed from the most unpromising lesson and class.

One day I climbed one of those steep streets which run up Beacon hill northwest of the Common and entered a close, dark room in a crowded school of the worst element in the schools of Boston in the pursuit of my duties as supervisor. The class in geography was in operation, but very indifferent to the lesson on maps which the teacher was not quite clear about. She frankly remarked to me, "I don't know how to teach this subject very well and the program for this term is the geography of Boston, how can I teach it?"

I asked the class some questions about the Common and they thought they knew all about it. I said, "Well, let any boy who thinks he knows the general shape of the Common go and draw it upon the board and name the streets on each side and we will criticise the drawing." Several boys went to the board, but not all did more than make one line, a few completed its outline but all but three erased it before sitting down feeling quite dissatisfied. "Now, boys how many of you can draw the shape of the pond?" They have become distrustful of their power to recall by that time, and only two drew it while all looked on with great attention and

several were ready to suggest faults in the drawing. Well, you know at least how steep the street is which I have just climbed and which you climb so often; let some one make a line to represent the slope of the street, to show how steep it is." Three drawings were made and one was agreed upon as nearly correct. Then we had the neighboring streets drawn as to their elevation or profile.

When the time was up, all agreed to be able the next day to give more exact representations of the Common, the pond, and the streets, with a plan of the streets about the Common. This was a lesson in map-drawing and in the geography of Boston, and also in observation and drawing, and it was highly appreciated by the teacher, as she often assured me.

Military Training in the Public School.

By ELLEN E. KENYON.

A most interesting debate upon the question of military training was held at a recent dinner of the Sunrise club, this city. All the speeches were good, and, as all the prevailing political views of the day were presented, the question was thoroughly sifted from the sociological side.

Speaker No. 1 brought facts to show that there is a tendency to military and class despotism in this country, and that the wealthy and those interested in the maintenance of a standing army are using machinery to impose this innovation upon the schools. Also that there is a restless desire among the poor and unemployed for a war, which would furnish temporary employment and subsistence, and that certain manufacturing interests feel that a war would boom their business. Both the unfortunate, in their short-sightedness, therefore, and the prosperous, in their greed of wealth and power lend their sympathies to this latest educational fad, which is most ominous in its animus and drift.

No. 2 replied that military training in public schools would prepare not only the would-be oppressors, to oppress, but the proletariat to defend itself, since the children of the poor would receive the same training as those of the favored classes.

No. 3 contended that this could not be, since the outfit is beyond the means of the very poor, who, moreover, leave school at an early age, before they become eligible to the grades in which military instruction is proposed to be given.

The educational view, unfortunately, was not discussed. Nor did any one seem to clearly perceive that both the sociological and the educational view are two-sided. The war of Individualism vs. Socialism, which marks this epoch in our political history, made the life of the debate. The speakers were either socialists or individualists. No one took middle ground, with a foot upon each platform. In the same way, had the educational aspect of this question been discussed, the debaters would have taken sides. There would have been the drill-masters and the advocates of development, neither seeing the soundness of the other's reasoning.

The evolutionist sat by and longed to show the opposing factions how beautifully their positions dovetail, but realized out of the very source of that desire that the time has not yet come for partisan views to subside in either of the great lines of humanitarian investigation that occupy the intelligent of this age, sociology and education. Even as he looks into past evolution for light, the man of one idea finds but support for his one idea.

If he is an "extreme individualist," he does not see that aggregation of parts precedes differentiation of functions; that the unicellular organism is the lowest; that development of the very cells themselves in finer and finer tissues is dependent upon collectivism; that the higher the development of the individual, the greater is his dependence upon the mass, so that man is the

most dependent of all creatures. Even Robinson Crusoe would have perished had he been left upon his island a child instead of a man. Society brought him up and gave him the power by which he conquered nature in that lonely refuge from the waves.

If our reasoner is an extreme socialist, he fails to see how social machinery is bound to be swayed by tradition, and how tradition poisons the philosopher and burns the scientist for a witch and elevates magic and pronounces every new discovery in the application of nature's laws an affront to nature and nature's God. He fails to see the absolute freedom from machinery required by art and science and invention, and by everything that is seeking development.

The drill teacher believes in "original sin," and that only by the severest discipline can the ideal or the effective character be built and the exigencies of life provided for. He sees not the innate genius that is born with every human soul, and that must "work out its own salvation" or die.

The development teacher sees not the necessity of restraint upon those native idiosyncrasies that mean social clash and destruction of happiness or of special training for those powers upon which special demands are sure to fall.

It thus happens that among sociologists the individualist and among teachers the advocate of free development oppose military training in the public schools, while the socialist and the drill-master favor it, but without the ability to show or evolve its greater values.

The basis of reasoning on this question, as on all other questions of progress, is evolutionary. The child goes through the stages of development that have made the race what it is. History shows an epoch that developed scientific warfare. This epoch in individual life must be lived through, and the debating society is one of its institutions. History occupies itself greatly with the Roman despotism which taught us naught but the perfect discipline of the individual by and for the state. This lesson, so painfully learned, is not to be lost. The state is not an abstraction. Society is an aggregation of living, breathing, joyous, and suffering creatures, to save whom from additional suffering it is fitting for the individual to sacrifice himself. This must be realized and its economy taught at that period of life when the noble impulse of patriotism stirs freshly in the developing mind. That boys love patriotic songs and stories of heroes and are caught by the glitter of military array is no mean sign to the educator. They should be met upon their own plane and assisted through this period as through all others, by the best devices of civilization. Then they will pass all the sooner into the next higher stage.

The voluntary placing of self under the temporary discipline of others is not inimical to individual character. On the contrary, it is an act of self-abnegation which, if worthily motivated, is the highest expression of free character. In order that military training may call forth such an expression, let it be optional in the schools—and if many boys decline to take it, of their own free personal choice, let the quality of the teaching be looked into. There is not only the feeling that they are being prepared to defend their country should need arise, but the sense that organization is good in all large movements, that organization demands discipline and that the army offers the most perfect system of discipline that has been devised. Even the young boy, too, feels that his self-will needs curbing and surrenders himself hopefully to the teacher who will be rigorous and, if necessary, severe with him, in a way that he himself approves. Military training in the public schools is but an application in education of one of the systematic developments of society, all of which are necessary in the thorough up-building of the individual character. As the "military ardor" of boys extends downward to the smallest urchin who beats his drum and shouts "Hurrah!" it is a simple matter to make it available to all classes by placing it lower in the course.

Throughout education, we find a liberal side and a

drill side, a development side and a mechanical side to its processes. Reading is thought-getting, yet before the reader can become an independent thought-getter, he must master not only a vast array of "sight-words," but a general knowledge of word structure. Writing is thought giving; yet, before the writer can give his thoughts with ease and clearness he must master not only the script forms, but an automatic control of the writing muscles. Arithmetic is measuring; yet before we can use it for the practical purposes of life we must have accustomed the brain molecules to its operations by long years of practice in numerical calculation. It is not true that every idea skilfully developed is thereafter ready for use. It must be many times recalled, before we can recall it at will. Drill may and should possess variety, but it is nevertheless drill, and is the complement of development.

The law-abiding spirit must be cultivated by development and drill. Primary children are not too young to learn the conservative value of law; neither are they incapable of tracing the sanction of law in the needs of the people, or of seeing that the need of statute law diminishes with improvement in personal character. They can also see that law must be made for all, that the innocent must sometimes suffer under it, and that the well-intentioned must be patient when it hampers them. Intelligent submission to law is not at all incompatible with that critical attitude toward the development of government, which it is every citizen's duty to assume. Military training need not, therefore, make our boys slavishly subservient to the views and interests of parties.

As for the expense to individual pupils, there should be none. To strain the purse-strings or lacerate the pride of individuals forms no part of the benefit to be derived from this innovation. If the boys want to form companies outside the school organization, let them do so and furnish themselves with full accoutrements. But the drill in school should be with wands for weapons and in the ordinary school dress. Let epaulets and all the necessary insignia of office be furnished from the school fund; but let every boy be led to feel that he is as good a soldier as he is a man and that the uniform makes neither, but the spirit and the action both.

The misfortune with all of these modern innovations in teaching, whose happy amalgamation will eventually make a solid curriculum, is that they are introduced as fads. As such, their lighter values are exaggerated and the deeper forgotten, and they are misplaced in the course, prolonging childishness instead of developing childhood.

Pedagogical Advancement.

By W. E. GORDON.

A PLAN FOR SYSTEMATIC STUDY.*

EDUCATIONAL FOUNDATIONS places before its readers every month four topics—(1) History of Education; (2) Principles of Education; (3) Methods of Education; (4) Civics of Education. These subjects are closely related one to the other, in fact are inter-related, so that the study of one of them involves more or less the study of the others.

It will be granted that every person who graduates from a normal school should have at least a general knowledge of each of these subjects. His knowledge of the history of education will enable him to comprehend the relation the system of education with which he is connected bears to the educational development of the world, and bring before him the accumulated experience of the past to aid him in marking out his own career as a teacher. His knowledge of the principles of educa-

*The above article received the prize offered for the most helpful article of not over 1,500 words on "How to Use EDUCATIONAL FOUNDATIONS: (a) in the normal schools, (b) in teachers' institutes, (c) in weekly and monthly teachers' meetings, (d) and home study." The suggestions it gives are of great value as outlining a course of systematic pedagogical advancement in general. It will be appreciated by superintendents and principals whose aim is to promote professional knowledge and skill in their teachers.

tion will enable him to apprehend something of the true spirit of education as applied to the development of the race; as modified by physical environment; and as influenced by the character of the individual. His knowledge of the methods of education will enable him to apply to the best advantage the knowledge he has gained from the study of the history and the principles of education, as well as that gained from the mastery of the subjects connected directly with the school curriculum. And his knowledge of the civics of education will enable him to comprehend the nature of the relation existing between himself and his pupils, his patrons, his colleagues, his employers, and his government.

While there may be acceptable text-books to be had upon each of these subjects, yet it is recognized that up to the present time those books which treat of these subjects separately are few indeed, and are much better suited for students in university work than for normal school students.

(a) IN NORMAL SCHOOLS.

The problem of the normal school is how it can best give its graduates the knowledge in these subjects which shall equip them for intelligent entrance upon their work.

EDUCATIONAL FOUNDATIONS if rightly used would easily solve the problem for these schools.

How shall it be used? Have in the hand of each student a copy, and to make more concrete the answer to the question, suppose the class to be beginning the work of the present year and to have the September number of the FOUNDATIONS.

Just take the history—Socrates. Have the article read and discussed in class for one or two lessons. But this article, like all of its kind, is simply suggestive, not conclusive. It is the opinion of the writer of it and his estimate of Socrates. Normal students should be taught to have their own opinions and to make their own estimates of such a character. How shall this be attained? It is supposed that every normal school has a library for the use of students. Appoint two or more members of the class to write a short article upon the times of Socrates to give him an historical setting. Have one member of the class secure or make a map of Greece and the surrounding nations of that time, and locate them and give their comparative status at the time of Socrates.

Elicit from the class the thought that the highest literary and art progress of a nation coincides closely with its times of peace and prosperity, its cessation from conquest, and its freedom from fear of invading foes.

From such translations as those of Plato's works and of Xenophon's Memorabilia, found in Bohn's classical library, and those three most excellent excerpted translations—Socrates, A Day with Socrates in Athens, and Talks with Socrates about Life—published by Charles Scribner's Sons, have certain parts read in class, and certain parts read and an abstract of them given in class, and compare the thought gained in this work with that expressed by the author of the article in FOUNDATIONS.

In the second paragraph he says, "He (Socrates) went out into the streets, the market place . . . conversing freely with all who desired to hear him, without asking any pay for his instruction." He also speaks of Xenophon and Plato as being his devoted and illustrious followers. Direct the class to read the first chapter of the Memorabilia, and then spend one recitation period in the discussion of Socrates' character as shown by what Xenophon says of him.

In connection with the next two paragraphs direct the class to read the Apology as found in the translation published by Scribner's Sons. This contains all the material necessary to convey a correct impression of the man and his many-sidedness, and will bear several days' study and discussion in class.

With the rest of the historical part have the Phædo read and discussed.

In connection with Socrates' educational ideas have read from the Memorabilia chapters three and six of book III., and chapters two and eight of book IV., and the dialogue with Meno's slave, found in Chautauqua text-book number 11—Socrates.

With the other subjects a similar course should be pursued—that is, whenever possible the student should be given original sources of information and then be led to discussion of the matter for the purpose of eliciting individual opinion, not for the purpose, primarily, of reaching definite conclusions. Thought stimulated here is better than definite conclusions reached.

(b) IN TEACHERS' INSTITUTES.

To use the FOUNDATIONS in teachers' institutes, have the school commissioner, under direction from the state superintendent, at least one month before the time for holding institute, secure a copy of some month's issue for each teacher under his jurisdiction. Have him send a copy to each teacher with instruction that four periods of the institute will be devoted to discussion of matter contained in this copy, and that each teacher will be held responsible for a fair knowledge of the subject matter therein contained. Have one period of this work devoted to answering and discussing written queries from the members of the institute upon points connected with or suggested by the matter in the text.

For the weekly teachers' meeting the plan should be varied from time to time. At one meeting have four teachers appointed—one for each subject treated in FOUNDATIONS—to give a five-minute critique upon the subject as treated in that month's issue. After each critique let the leader (the principal) ask a few questions of the other teachers as to whether they would have made prominent some points not mentioned by the critic, or whether they agree with her conclusions, or whether they understand certain matters as she has evidently understood them.

For another meeting let the leader prepare upon slips of paper, and hand to certain teachers a few days in advance of the meeting, questions on the plan of the following:

1. Do you think the method of teaching adopted by Socrates could be successfully applied in the school-room of to-day? That is, is it practical? Give reasons for your answer.
2. Distinguish between methods and devices in teaching. Give illustrations to make clear your distinction.
3. Illustrate a case of apperception from your own experience.
4. Can you give examples of cases where the principle "From the known to the unknown" cannot be applied in school work? If so, state what you would do when he case arises.

(c) IN WEEKLY TEACHERS' MEETINGS.

For still another meeting, have the teachers bring in at least two queries each upon the matter in the text or suggested by it, and let the principal answer or explain, or call upon different ones to do so.

At another time make the matter somewhat like a reading lesson, each one asking questions as the reading proceeds.

(d) IN MONTHLY TEACHERS' MEETINGS.

For a monthly teachers' meeting a combination of the features suggested for the weekly meeting would be advisable. Questions like the following should be asked by the leader from time to time:

1. What has impressed you as the most vital point for teachers to consider in the historical article?
2. What the most vital in the article on educational principles?
3. What thought, or line of thought, connected with school work was suggested to you as you read such and such an article?
4. Do you think we as teachers are violating the principles of method set forth in such an article?
5. What excuses can you offer for not accomplishing what these ideals suggest?
6. Are those excuses really valid?

(e) HOME STUDY.

For home study the plan suggested for normal school work should be pursued. It may be objected, especially by young teachers, that they have not the lib-

rary facilities for such work. True; but each year they can increase those facilities by judicious investment in books. And in the meantime they can borrow works to read of leading teachers in their vicinity.

Above all, the young teacher, after reading FOUNDATIONS and such supplementary matter as may be had, should lay aside all helps and write out as fully as possible what he has learned upon each topic, and his idea of how he can apply the knowledge thus gained to his own work in teaching.

Patchogue, Suffolk Co., N. Y.

Teaching History in Schools.

Abstract of a paper read at the National Educational Association, department of superintendence, Cleveland, Ohio, Feb. 20, 1895, by Dr. B. A. Hinsdale, of the University of Michigan.

Our first duty is to assign to history its place in a complete scheme of education. That expansion of mind which we call education originates in the contact of the mind with facts, or objects of knowledge. All mental activity—the whole train of cognition, feeling, and will—takes its rise in the establishment of such points of contact. These facts or objects constitute the primordial agents of education, and are divisible into three classes, namely, facts of nature, facts of human society, and facts of the self-conscious mind. In the mind's contact with its natural environment, natural science originates; in its contact with its social environment, social and moral science have their rise; in its contact with itself, the mental sciences appear. Under each one of these three heads our first knowledge must necessarily be primitive, original, or first-hand. Our first teachers are the three worlds in which we move. But there is a secondary group of educational faculties. Men impart to each other what they learn at first-hand, or by experience, and thus originates the great fact of communication or tradition. The communication of thought assumes four forms: oral language, or tradition proper; material monuments; symbolism, and written language. These four factors are plainly derivative; they mean nothing, and answer no useful purpose, save as they rest upon an earlier culture. History falls under the second of these two great groups of factors. It is connected with all of the secondary group. It is the main channel through which the experience of the past is transmitted to us. To ask, therefore, whether it is worth while to study history is to ask whether it is worth while to defer to the experience of the race.

History has great guidance value for men, and also trains their mental faculties. Especially is it a school of the judgment, and all the more valuable because it is concerned with probable or moral elements.

In addition to fixing the place of history in a scheme of education, these considerations show that it should occupy more room in the schools than at present. It should be introduced the first year, and continue to the last one. The child's historical tuition should begin with the tale or story, and advance step by step until it reaches the austere forms of the subject. The emphasis that the Herbartian pedagogists lay on history, irrespective of their educational theories, may be commended; it is well known that they make it, in some form, a leading subject throughout the school.

Dr. Hinsdale discussed some of the principal recommendations in relation to history found in the report of the committee of ten. He also introduced the following program, which governs the work in history in the public schools of Baden, Germany:

Third grade: Historical tales related by the teacher, and repeated by the pupils several times. Fourth and fifth grades: Historical tales continued, their number augmented. Brief outline of the history of the village or town and the county, the latter connected with the geography of the county. Short biographies of national heroes. Sixth grade: Brief outline of Grecian and

Roman history. Several parts dealt with in a more detailed way, *e. g.*, the Persian wars, Alexander the Great, the wars between the Romans and the Germans, the invasions of the barbarians. Historical compositions comprising both biographies and tales. Historical essays in the reading-book. Seventh grade: History of the middle ages in Germany, dealt with in the same way as the ancient history in the fourth year. Much stress laid upon the Crusades and the end of the middle ages. Historical tales, biographies, essays in the reading book as in the fourth year. Eighth grade: Modern times, especially in Germany. History of the Thirty Years' war, the Seven Years' war, the wars against Napoleon, and the war of 1870-71 dealt with in a complete manner. History of France from 1648 to 1815, chiefly the French Revolution. Tales, biographies, essays continued; longer compositions than previously. In teaching history, no text-book is used; only oral instruction by the teacher, and a few notes taken by the pupils.

This program shows how much better the Germans understand the importance of history than we do, and how much better they teach it. Still, it is more than doubtful whether it would be wise to imitate them in introducing ancient history into the American grammar school. It must be remembered that the Germans stand much nearer to the main stream of world-history than we do.

Dr. Hinsdale emphasized the value of Grecian and Roman history in its place, but thought it would not be well in the grammar school to go beyond myth, fable, legend, and Plutarch. He commended the emphasis that the Committee of Ten, or rather the conference reporting to it, had put on civil government, on the intensive study of a single period of history, and on concentration. He closed with expressing the belief that the modern studies would encroach still farther upon the ancient ones, and that the national literature and history would play a larger part than heretofore in forming the minds and characters of the youth of the country.

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Home-Made Apparatus. IV.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

PHYSICAL APPARATUS.

No. 22. Apparatus to Show that Air Occupies Space to the Exclusion of Other Things.—The funnel is made of paper. The opening in the lower end is about one-eighth of an inch. Dip the funnel in water and fit it air-tight in the neck of the bottle. The funnel may be filled with water, and after about a tablespoonful has passed into the bottle it will cease to flow, unless a bubble of air comes out, when only the same amount of water will pass in. Put water on the top of the bottle, outside of the funnel. (If the funnel was sufficiently wet this will collect there of its own accord.) Now press the side of the funnel in a little, so that you may see a little air bubble out through the water. Notice that at the same time a small amount of water flows from the funnel into the bottle.



FIG. 33.

No. 23. Apparatus to Show that Invisible Substances May Have Weight.—Make a paper box five inches long, three inches wide, and two and one-half inches deep, from a sheet of writing-paper, letter size, or 8 x 10. Place this upon one end of a foot rule, laid across a three-cornered piece of wood, the thickness of which should be not more than one-quarter of an inch. While it is im-

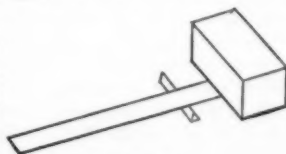


FIG. 34.

possible to balance the ruler across this piece of wood, may be so nearly balanced as to tip either way with the addition of an exceedingly small weight. Put a few drops of ether into a tumbler, and let it stand a few minutes until they evaporate and the tumbler is filled with ether vapor, then hold the tumbler as if in the act of pouring something from it into the box. Soon the box will press its end of the ruler down, and if a lighted match is brought to its mouth a flash occurs, showing that the ether vapor was poured into it.

No. 24. Receiver for Experiments in Rarefied and Condensed Air.

Figure 35 represents a 32-ounce wide-mouthed bottle, E. & A. style. In its mouth is a No. 10 rubber stopper, one hole of which is plugged with a short piece of glass rod, while the other carries a bent glass tube, over which is drawn a piece of heavy rubber tubing, called "pressure tubing," about eighteen inches long. This answers all the purposes of a receiver. For very many experiments it is sufficient to apply one's mouth to the rubber tube and exhaust or compress the air in the bottle by the use of the lungs. With practice, the average person may thus reduce the tension of the air to seven or eight pounds per square inch, or increase it to seventeen or eighteen pounds per square inch. When a greater degree of exhaustion or compression of air is needed, the rubber tube is attached to one or the other nipple of a combination of air-pump and condenser, sold by the Franklin Educational Company, of Boston, for \$3.

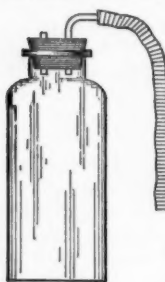


FIG. 35.

Cost.—32-oz. wide-mouth bottle, E. & A. style, from apparatus No. 14.
 Rubber stopper No. 10.....39 cents
 Rubber "pressure" tubing, 18 inches.....24 cents
 63 cents

Nos. 25, 26, and 27. Apparatus to Show that the Volume of Air Varies as the Pressure upon it Increases or Decreases.—No. 25 consists of a one-ounce wide-mouth bottle, over the mouth of which rubber cloth is tied *air-tight*. The bottle is then placed in the receiver, No. 24, and when the air in the receiver is rarefied the rubber cloth bulges outward, and when air is condensed in the receiver the rubber cloth sags into the neck of the small bottle.

No. 26 consists of a one-ounce narrow-mouth bottle (figure 36), into the mouth of which a glass tube, three or four inches long, is fitted by the method to be described later on for inserting a glass tube into a hole in a bottle. This tube is nearly closed at the upper end. Water is put into the bottle and the lower end of the tube dips into it. When this apparatus is placed in the receiver and the air rarefied water spurts out of the small bottle as a fountain. When air is allowed to rush into the receiver again, it is seen to enter also the small bottle by bubbles which pass through the water. When air is condensed into the receiver, it is seen to enter the small bottle and, when the compressed air is allowed to flow out of the receiver, water again spurts from the small bottle. In figure 37 the glass tube is inverted, so that the constricted end is inside the bottle, and a little water is put into the receiver so as to seal the outer end of the tube. A fountain will play into the small bottle when air is compressed into the receiver, and air will pass out from the small bottle when it is allowed to flow out of the receiver. It continues to pass out of the small bottle as we exhaust it from the receiver, but the fountain plays again in the small bottle when the air is allowed to enter the receiver.

FIG. 36.

No. 27 consists of a one-ounce narrow-mouthed bottle, into the mouth of which a bent glass tube is fitted



FIG. 37.

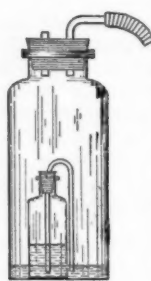


FIG. 38.

by the method referred to above. Water is put into the small bottle and the glass tube dips into it. When this apparatus is placed in the receiver, (figure 38), the outer end of the tube is covered with water, and when the air in the receiver is rarefied water is forced out of the small bottle by the tension of the air contained in it. When air is allowed to rush into the receiver again water flows into the small bottle. If air is compressed into the receiver, water flows into the small bottle, and, when the compressed air is released, water passes out from the small bottle.

Cost.—1-oz. narrow-mouthed bottle.....2 cents
 Tubing.....2 cents
 Rubber cloth.....2 cents
 Receiver from App. No. 14 and 1-oz. wide-mouthed bottle from App. No. 9.
 6 cents

Ethics by Discussion.

The boys of the G — school had but a small place to hang their hats and overcoats. The architect had not consulted the teachers, only his own fancy, and had given forty boys the space that ten would rightly require to hang their hats and coats; four or five boys filled the little room completely. This gave rise to innumerable difficulties; most of the boys were obliged to wear caps they could put in their pockets. But overcoats must be put in the cloak-room, and every day complaints came that they were thrown down and trampled on, and if an apple was left in a pocket it always disappeared.

This was a chronic matter; the boys had got used to it, as boys will; they saw no way out, and finally submitted to the inevitable. They had their suspicions that certain ones of their number threw the coats down from pure malice, as to "hooking" the apples or nuts they regarded this as so many women do "white lies"—not as bad, but as a necessity; when older they would sit on juries, and regard a homicide caused by sudden anger as an aberration of a similar kind.

When Mr. H. took charge this state of things pained him, and he brought the matter before the pupils. A new coat had been used as a door-mat on a muddy day. It was brought in, and all asked to tell what they knew; he was careful not to ask "Did you do this?" for he knew that one who could thus wilfully injure property, would not hesitate to lie about it. Only the owner had anything to say; he had hung it up with special care in the morning; at recess it lay on the floor, covered with mud.

Mr. H. spoke of the wrong, and asked advice from pupils, appointed a "cloak-room committee," and gave his mind to remedying this state of affairs. All these boys were from well-to-do families; he felt that the moral tone was very low; he believed the school was to blame for it in a large measure; at all events he felt it was his concern to raise the moral tone, so that wilful injury to clothing, stealing of apples, and lying, should be as things not to be tolerated.

Among other measures, he asked all the boys to write him a private note telling him their views concerning these three things, assuring them he would hold their communication sacred, and only refer to them in speaking to the writer. Having got these he found he could sort them into three classes, those who thought it wrong—a small class, those who thought it was mainly inconvenient, those who thought it didn't amount to a great deal anyway.

Mr. H. proposed the question of stealing for discussion (he had had other subjects discussed), and succeeded in getting quite a number to speak their minds. He took no part himself, simply proposing problems, such as suppose a man is hungry and sees bread; suppose he lands on an island and sees fruit, etc. Then the subject of lying was discussed, and this brought out a variety great of opinions.

These discussions were brief; about ten minutes being spent twice a week; a pupil would be elected to the chair; the teacher simply directing the proceedings; girls as well as boys assisted; the pupils were upper grammar and high school pupils.

Then the subject of injury to person or property was discussed. A secretary noted the remarks in brief, and the chair man would sum up, but not decide, for Mr. H. felt that it was important to have these undecided, so they would be talked over at home. He managed to have these subjects brought up several times, and saw there was a change in opinion. They evidently had learned something in ethics by hearing the opinions of others.

He found it was important to furnish arguments for the pupils; some whom he saw were solid speakers, called on him for "points," and they brought these up in the discussion. He often said, "We are after the truth; if there is anything to be said in favor of lying (or stealing), I want to hear it; it is possible we may be wrong in condemning it." The argument brought forward by one boy, that the disappearance of apples from the coats led to suspicion, seemed to have a great effect; "I am not certain that all here will 'hook' apples when they get a chance."

This use of discussion is peculiarly effective when applied to ethical matters. It is one thing to say that "stealing is against the decalogue;" it is another to cause a pupil to see that it is against human happiness, and strikes at the root of social order.

Then, too, the observance of law, of a rule needs discussion. This present generation is made up largely of Europeans who have been kept in order by military and police; many children come from homes where the idea that "all are created free and equal" means absolutism from every rule that is not liked. The greatness and the glory of England, and the best thing we inherit from our mother land is that we *respect and obey law*.

The law, "Thou shalt not steal," will be reached by discussion. Then the teacher must show by wise words that on finding a law we must obey it. It needs skill on the part of the teacher; he must not become the speaker, he loses his power if he disallows free speech, and insists that his dictum must be the conclusion. For instance, in this discussion concerning lying, in its earlier stages there seemed to be a preponderance of utterances that it was justifiable. Mr. H. merely said at the close of the debate: "We have arrived then at the conclusion that lying is a pretty good thing." This struck many painfully who had not spoken, and they came to him to express dissent. "But why did you not speak in the discussion?" This they did when it came up again. To learn about ethical matters a young person must evidently think and express himself.

The Study of a Plant.

By SARAH L. ARNOLD.

"How can I prepare myself to give lessons on plants and to direct the children in their nature study?" is a question which is often asked. While it is true that the best preparation comes from prolonged, systematic, and scientific study, yet much may be done by the teacher who is heartily interested in her work, and who employs the means at hand for better fitting herself for it. Many a teacher who has had no opportunity to study science, may, nevertheless, teach her children to love nature; she can share with them her interest and her desire; she can study with them. It is such a study with the children that this article suggests and encourages. While it will not prove a substitute for a more thorough preparation, yet it will do much to help both teacher and pupil.

The easiest subject to be taken by the beginner is the study of familiar plants; specimens are abundant and can easily be obtained, and text-books of all grades can easily be provided. The teacher should obtain an *elementary* text-book whose terms can easily be understood. Gray's "How Plants Grow" (American Book Co.) is a helpful book for a beginner. Miss Youmans' "Lessons in Botany" (American Book Co.) is most helpful, and Miss Newell's books "From Seed to Leaf" and "From Flower to Fruit" (Ginn & Co.) describe common plants and afford suggestive lessons. With one of these in hand the teacher may begin the study of plant life, referring her questions to these authorities for suggestion, for name, or for proof.

Always begin by studying the plant itself. Go to the book simply to find answers to questions which the study of the plant itself has suggested.

Begin by studying some common house plant. The geranium is a good example because it is so familiar to every home. Examine it carefully, asking yourself all the questions which might occur to you had you never seen the plant and were asking a friend to describe it to you. See how definitely you can answer these questions. Write the answers in the form of a written description. If you are not able to express yourself clearly and definitely for lack of terms, turn to your book to find what names should be applied in such a description. The following questions are suggested to help in this observation.

Observe the plant as a whole. Where does it grow? Indoors or out of doors? Under what conditions does it thrive best? What care does it need? From what was your plant grown; from a seed or from a slip? How? How long does it take for it to attain to its present size? How large is it now, compared with the largest you have ever seen.

Examine the roots. Draw a picture of them. Are there few or many? What do they do for the plant? How can you prove it? What soil proves best for the geranium? How are the roots enabled to take nutriment from the soil?

Observe the stems. One or many? Are they woody or not?

What work have they to do? How are they fitted for it? What is their covering? What growth do you find upon the stem? What is the effect of it? What is the use of it? Draw a stem with its branches, and observe the position of the branching.

Observe the leaves. Shape, size, parts, length of stem, shape of stem. Observe the leaf-like parts at the base of the stem. Do you find them on all the leaves? If not, why not? Draw the leaf. Observe the veining, margin. With what words would you describe each? Does your book offer a better term? Observe a young leaf. How is it folded? Is there any relation between the folding and the veining of the leaf? Look at the arrangement of the leaves upon the stem. Compare with the branching. Is there any natural relation between the two? From what point on the stem do the new branches start? Find names for these places.

From what part of the plant does the flower stem grow? Draw the flower cluster. Draw a single flower. Find names for the different parts of the flower. Observe the arrangement of the parts. The number. Are the sepals separate or united? The petals separate or united? Observe the folding of the petals in the bud.

Of what use is the root to the plant? The stem? The leaf? The blossom? Could the plant live if any of these parts should be removed? What parts could be taken without affecting the life of the plant?

After examining and describing the geranium, study an oxalis or a begonia in the same way. Compare the two. Write all the points of resemblance which you can observe, then all the points of difference. In all observation draw as much as possible. The drawing will be a clear record of what you have seen, and it will also help you to see more accurately. Observe not only the plants which grow in your home, but also the vegetables which have been stowed away in the cellar, or which you can find in the market. What parts of the plants do you find used for food? What is the potato? Try to find a sprouted potato. From what part does the sprout come? What is the sprout? From what part of the geranium did the new branch come? Does this tell you anything about the potato? What part of the cabbage do you eat? What is the use of these leaves to the plant? What part of the beet do we eat? How long will the beet live if left in the ground? What is the use to the plant of the part which we use for food? Examine the squash, the turnip, the onion, and ask the same questions. Look in your botany for descriptions of similar plants and make a list of those which you have known which are like them.

Such study of the familiar plant life will prepare you for the description of the wild flowers when they first appear. It will be well, however, for you to share with your children this observation of the house plants, in order to prepare them to study the wild flowers more intelligently. Study a geranium or an oxalis in the school-room. Let the children care for it and compare it with those which they have at home. Lead them to observe, to draw, to describe, and to question. You will find that their interest and knowledge will increase daily, and that they will become heartily enthusiastic in the lessons which at first seem difficult and strange.

Encourage the children to watch for the first signs of spring, to look for the first appearance of the pussy-willows in the swamp, to watch the first lengthening of the birch and alder catkins, to find the crimson star on the hazel twigs, to note the advent of the odorous herald of plant life in March, and to watch for the first swelling of the buds of the maple and elm. In another number we will speak of the study of the twigs and catkins. These will seem more difficult to the beginner, but nevertheless teach your eyes to be open to await their first coming.

No line of reading will be more helpful to the teacher in this early study, than that which has been suggested in a former article. The books of Thoreau, John Burroughs, and Bradford Torrey will inspire a love of nature as no others can. The object of nature study is not to become familiar with the veining of leaves and the folding of petals merely; our aim should be to lead the children to question in a reverent spirit, and to find enjoyment in this wonderful world which lies at their doors. These writers inspire their readers with a reverent love of nature, and the spirit of their works should enter into the nature study in our school-rooms. This will lead to reverent questioning, and truthful and accurate observation. With the growth in knowledge will come a development of spirit and feeling as well.

Do not hesitate to take hold of hands with the children and begin as a learner with them. The companionship which will grow out of this studying together will benefit both the teacher and the pupil. It will be a true if not a large beginning of the best results of nature study.

I have read with interest EDUCATIONAL FOUNDATIONS and think it a very helpful thing for teachers—one of the best. It is admirably adapted for Teachers' Reading Circles, or any association dealing with educational subjects. A. H. DOUGLAS.

Supt. of Schools, Logansport, Ind.

Editorial Notes.

In its issue of August 11, 1894, THE JOURNAL criticised the work of the department of elementary education at the Asbury Park meeting of the N. E. A., because it had allowed its program to be weighed down with discussions not at all relating to the purposes for which it was organized. Fully two-thirds of the meeting was given to talking about questions belonging in the field of the Department of Superintendence. As was to be expected, the superintendents did most of the talking, and the elementary teachers simply "sat in a row."

The Department of Superintendence at its recent meeting at Cleveland turned the table around and gave two-thirds of its time to investigating topics pertaining mainly to elementary education and the training of teachers, and reserved only one-third for discussions directly bearing on its legitimate work. Professor William L. Bryan, of the university of Indiana, gave an address on "Child-Study—Systematic and Unsystematic;" Col. Parker spoke on "Application of Child-Study in the School;" Professor B. A. Hinsdale read a paper on "History in the Schools," an abstract of which is printed in the present number; President Charles F. Thwing, of Western Reserve university, discussed "Teaching of Political Economy in Secondary Schools;" besides there were short talks by President Charles DeGarmo, Drs. Frank M. and Chas. McMurtry, Dr. Nicholas Murray Butler; Professor Albert Bushnell Hart, Dr. Richard Boone, President Walter B. Hervey, and many other distinguished educators who are not, and for the greater part have never been, engaged in practical school superintendence. The department has undoubtedly displayed good judgment in looking to these specialists for enlightenment on topics lying beyond the limits of its domain. But why have these topics been placed on the program? There are certainly many unsolved problems relating to school superintendence, and the teachers of the country have a right to expect a body calling itself the National Department of Superintendence to busy itself in this special field and introduce sadly needed improvements. Questions, as, for instance, how to supervise the work of the schools, what a superintendent can do to improve the teaching service, how to interest the public in the material and general welfare of the schools—there is no end of pressing questions of this kind—were entirely ignored.

Does the Department of Superintendence propose to spread itself over all the special departments created by the general association? Or is it aiming to displace the National Council? The big crowd it manages to attract by providing something for everybody may be something to be proud of, if numbers are looked upon as the standard of success. But what about the Denver meeting? Many who attended the Cleveland gathering will be quite satisfied with the treat they had and there will be many "one-such-meeting-a-year-is-enough-for-me" excuses. "The N. E. A. will do well to call the Department of Superintendence to task. It certainly does not want to permit its special departments to become pedagogical omnium-gatherum affairs, else it would not have established them."

There is nothing gained by scraping over whole the ground every time a number of educators get together. The need of specialization should be more generally respected.

The teacher should control himself when on the platform, as a fiery steed is held in by the bit. Then when he opens his mouth he will have listeners.

Some schools are fairly "talked to death," and by well-meaning teachers, too. They think there must be "line upon line," and so they tell their pupils to-day just what they told them yesterday.

"What is that you and so unpleasant in your new teacher?" asked a mother of her daughter who was attending school in New York.

"Oh, she is all the time talking to us."

"But she must talk in order to teach."

"It isn't about our lessons that she talks so much, it's about us, and what we do and what we don't do."

Now this was an amiable pupil; one a good deal above the usual average, but she was tired of hearing some fault discussed for the thousandth time. She asked for a novelty; sameness is tiresome.

And it is remarkable that this repeated counsel, advice, or direction is utterly disregarded after a time. "Haven't I told you a hundred times if I have told you once not to—?" says the teacher. And the pupil might reply, "Doubtless you have, but you must remember you talk so much that we pay no attention to it."

The process of learning to spell must come to be viewed psychologically. The distinction between the "eye-minded" and the "ear-minded," the one class of spellers depending more upon the mental picture of the word and the other more upon the succession of sounds in the word, is a good thing to keep in mind. Written spelling for the "eye-minded" and oral spelling for the "ear-minded" form the best helps, speaking generally, but neither class should depend upon one alone of these modes of learning. The function of the picture power in English spelling is emphasized by the erratic character of our orthography. In a purely phonetic language, it would have nothing to do. In English, it must be a main dependence, but requires frequent correction through the "ear-mindedness" of the pupil, cultivated by oral spelling, with pronunciation of syllables. It is a great mistake to place oral spelling first. It is the last process in committing a word, as verbal description is always the most abstract form in which anything seen can be reproduced from memory. Written spelling, and a great deal of it, should precede the oral description of words. It is safe to say that no oral spelling should be done during the first year. Written spelling, on the other hand, or dictation of words previously read and copied until their forms are familiar, may begin as soon as such familiarity has been established—say during the second month.

Leading Events of the Week.

Generals Sanguilli and Zarillo, leaders of the Cuban revolution, arrested.—Emperor William nominates Emperor Francis Joseph to be field marshal of Germany to fill the vacancy caused by the death of Archduke Albert of Austria.—It is reported that the Armenian inquiry will occupy two months more.—The Manchester ship canal has failed to get its share of the cotton traffic.—Postmaster-General Bissell resigns, and William L. Wilson, the author of the tariff bill, is appointed in his place.—Congress passes the bill providing for the suppression of the lottery traffic, between the states, and between this country and foreign countries, through the U. S. mails and express companies.—Two buildings in New York city collapse, killing four workmen, and injuring many others.—Field Marshal Oyama gains a victory over the Chinese near Ta-Ping-Shan.—Richard O'Gorman, the distinguished jurist and orator, dies in New York.—Toronto has a \$1,200,000 fire.—Congress adjourns after passing all of the great appropriation bills.—The U. S. senate appoints Senators James K. Jones, of Arkansas, and John W. Daniel, of Virginia, Democrats, and Teller, of Colorado, Republican, members of an international monetary congress; the house Speaker Crisp, Mr. Culbertson, of Texas, and Mr. Hitt, of Illinois. They are all free silver men except the last. It is thought the president will appoint some gold men, in order that all views may be represented.

Editorial Correspondence. II.

This letter is written on Lake Worth, Florida; a line drawn due west, would touch the southern end of Lake Okeechobee; Biscayne bay is the next and lowest settled point on the Southeast coast. I am sitting out of doors and the air is about like ours in June. The temperature is 74° during the middle of the day; at night it will be 65°. It is ten years since I first came to this place; I was then nervously prostrated from ten years of severe labor on THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE. The fight for the newer ideas and methods in education had been won, but I was used up.

A winter spent in this climate benefited me so much that I came again and again. The special advantage is that every moment of the waking hours can be spent out of doors in the brilliant sunshine.

There are those who seek Egypt as a place in which to sojourn during the winter rigors of America; while I have not visited that country I have conversed with several, within a few days, who have made it a practice to go there as the only place an equal temperature could be found in winter, and they assure me that Lake Worth and Biscayne bay resemble Egypt in many ways. Since the erection of excellent hotels old travelers are selecting Southern Florida in preference to Northern Africa. It looks now as though a knowledge of the wonderful variety of climate to be enjoyed right here in America was at last penetrating to every state and territory.

In this vicinity the last of the Seminole Indians are found; they make a home in the Everglades, which lie to the west. To-day a fine specimen of the tribe appeared in the town; he has the general appearance of the Indian as he is seen at the North. But the Seminole is not the native race. At the time of the discovery of Florida in 1513, by the Spaniards, the country had a race similar in manners, language, and customs to the people inhabiting the Bahamas and the West Indian islands. This race was of large stature, light olive brown in color, and much given to tattooing. They were intelligent, ready to learn, and possessed dignified and often courteous manners. In the beginning they were disposed to be friendly to the Europeans.

De Soto speaks of this race as almost half civilized; battles occurred with them; he refers to the destruction of their towns by fire as a praiseworthy deed. This people was largely agricultural, they were bold navigators and brave warriors.

Early in the Eighteenth century the Creeks and Cherokees of Alabama invaded western Florida, and subjugated the native races there. These invaders were seceders and not disposed to come under the sway of their tribal chiefs, and were named by the Alabama Indians as Seminoles or outlaws on that account. Other Northern tribes followed and at the beginning of the Nineteenth century the native races had been amalgamated and had disappeared. The word "hammock" often used in the state, and nowhere else, to indicate the thick wood, the dense wood, is the only word left of the language of the native race that has so totally disappeared.

It is estimated that only about 200 Seminoles are now to be found in the state. They inhabit the Everglades, keeping just on the edge of civilization, like the quail and the partridge. They bring in the plumage of the beautiful birds that once were so common but now scarce; they find bear, wild turkeys, deer, and other game, raise sweet potatoes, and catch fish which abound in every sheet of water. Like the Northern Indians, these are taciturn; one will stand in a crowd for an hour and not utter a word.

Lake Worth is twenty two miles wide; its east shore is merely a belt, about a half mile, bounded on the east by the glorious Atlantic. This belt is planted quite thickly with cocoanut palms; among them on the lake shore are very pretty residences, and the large new hotel erected by Henry M. Flagler. Quite fabulous prices are asked for the lots fronting on the lake,—one hundred dollars per foot front being the average price. These lots run through to the ocean, the depth being over 2,000 feet; each front foot gives a half acre.

There is no profit in raising cocoanuts for commercial pur-

poses; they are in demand for seed. All who own land believe a grove of cocoanut palms will insure its sale; and it is believed the seed must be planted with the husk on, so that at present the raising of cocoanuts is profitable. The "cold snap of '95" will long be remembered in Florida; it penetrated even to this remote point, and left in its train the marks a fierce fire would. The cocoanut evidently is an exotic; it was not known here until in 1879 the Spanish ship the *Providencia* was driven on the sea-shore with its cargo of 20,000 cocoanuts. A few were planted, and have become tall trees. About twelve years ago one of the settlers noticed these trees and planted a grove about his house; it resulted in the sale of his property at a good price, and since then the Lake Worth people have "gone mad" on cocoanuts—as it is said.

Several years ago a good genius came into this part of Florida, and, strange as it may seem, he was one of the "Standard Oil" magnates. He had visited St. Augustine, and had put up a building in the old Spanish style of architecture; and, as there was nothing else to be done with it, turned it into a hotel; that is the Ponce de Leon where you pay \$3 for the hotel and \$3 more per day for the architecture. But this is not by any means all he did for St. Augustine. Then he became enamored of the climate in this part of Florida and built a railroad 300 miles long and that brought him down to Lake Worth and here he built a large hotel.

Had such a work as this been done years and years ago boundless praise would have been given, but it is the custom now to despise rich men and their money and belittle all they do. Henry M. Flagler has done what no other millionaire would have done, and has done it in the same spirit others spend small sums, not expecting a return in interest on his outlay. Not one of his fine hotels or his railroad pays one per cent. on the cost. He deserves to be held in high esteem, if his money did come from the Standard Oil Company. I have referred to him here not because he built a grand hotel on Lake Worth, but because of the beautiful objects with which he has surrounded it; trees, shrubs, and plants. These are the things one will remember when he is far away from the hotel; the chops, steaks, and potatoes will be forgotten.

I have said it was ten years since I visited this lake. On that visit I was walking along the path among the trees that border the water, one delightful afternoon, when I saw a figure before me approaching. The face seemed to be one I had seen years and years before. As I gazed at it the shadows rolled back and I felt again the thrill of my boyhood's friendship. We looked at each other for a few moments in entire silence. It was indeed Henry —, but how changed! I too had doubtlessly changed as much as he, but the mystery of personal identity had prevented me from knowing it. Leading me to a mean little hut among the trees he unlocked the door and we sat down; it was, I saw, his home. He had been in prosperous business, had married and after several years of wrangling over the evil ways of his wife, had given her his property and became a recluse on the shores of this lake.

Newspapers lay on the floor, thousands of them; a bed was in one corner; a little rusty stove in a closet that answered for a kitchen; a boat in which only one could sail was tied to a post. He was a changed man in appearance, but far more changed mentally. How is it that these changes and estrangements come about? I was no longer to him the schoolboy friend that listened to his visions of fame as a lawyer—he had realized his ambition in life at first as a druggist. And I could feel that my present visit was not a welcome one at all. I ascertained that he never entered any house beside his own, but spent his time mainly in his boat, or in hunting. A sign, "Not at home," was tacked on his door to indicate that he wanted no visitors. And thus my vivacious comrade was spending the closing days of his life! His finely cultivated mind now expended its energies in reading over and over whatever newspapers he could possess himself of.

I paid him another visit; this time he talked of matters relating to the lake. I found this natural object had in some way entwined itself in his heart and had banished sad memories, and in some inconceivable way threw a glory over his wretchedness so

that though hungry and unkempt he was supremely happy when the breeze wafted him along on the water, or even if his boat stood still on the mirror-like surface. How supreme the charms of nature! "Go forth," says Bryant, "into the open sky and list to Nature's teachings." Here Henry was content to live in squalor so long as he was face to face with nature; he had chosen nature instead of man.

He told me that one dark, rainy, windy night as he lay on his bed he was startled by a knock at the door. A negro begged to come in out of the cold and the wet, complaining that he was very ill and could go no further. He was admitted and told to lie on the floor by the fire. A hour later Henry was awakened by the opening of the door and the entrance of two more persons. Certain now that robbery, perhaps murder, was intended he leaped to his feet with a revolver in his hand and fired a bullet through the window. There was a wild rush of feet and he was alone again.

Undoubtedly the negroes believed he had money in large amounts stowed away in his little cabin. This is a common belief among the ignorant concerning men who live alone; they identify such with misers.

On my return I sought out the little cabin, but it was deserted. The recluse had died a few months before. His boat was now hauled up on the beach and was useless. I walked backward and forward and came away dissatisfied that such should have been the going out of a fine soul, kindly, affectionate, brilliant, then janglings and wranglings; then unhappiness and seclusion; then moroseness, brooding, and finally departure into the Great Unknown.

A. M. K.

The *Star*, of Kansas, Mo., a few weeks ago printed a letter in which an "Average Teacher" sarcastically points out two advantages of talks-and-papers institutes. The attending teachers, she says, learn to sit in a row and listen to a man on the platform and besides get an object lesson of how a pupil must feel in the classroom of an instructor who monopolizes all the talking. Here is an extract from the letter:

"The 'average teacher' went to 'institute' about a week ago. Not that the average teacher is so fond of 'institutes.' No, confidentially, be it spoken, there have been times in her long and unevenful life when she felt that she positively hated 'institutes.' She goes there only in response to the popular tradition that attendance at 'institute' will cover a multitude of transgressions.

"Neither does the average teacher ever do anything at 'institute,' but like Mark Twain on his visit to the czar, who thought 'with a little practice' he could 'stand in a row,' she has had practice enough at sitting in a row to make her an expert.

"In the early days of her experience sitting in that row listening to whole cubic yards of eloquence pouring from the lips of some man on the platform, for by a strange ruling of providence it usually is a man who has the privilege of standing on that platform, there used to come to her visions of the time when she, in all the splendor of acknowledged genius and a tailor-made costume, should stand in that place of honor and smilingly receive the plaudits of the multitude. That dream, alas, has fled, 'and like an unsubstantial pageant, faded, left not a rack behind.'

"However, the 'average teacher' isn't losing any sleep over her failure to achieve greatness in this way.

"Others have been found willing to talk on 'everything negatively and positively considered,' until, judging by the number of lectures she has heard, what the 'average teacher' doesn't know wouldn't fill a directory.

"She has listened to lectures on 'Hypnotism,' 'Patriotism,' 'Love,' 'Electricity,' 'Psychology,' 'Neurology,' 'Emerson,' 'Fossil Remains,' 'Westminster Abbey,' and 'Chinch Bugs.'

"However, she doesn't bear these lecturers any grudge. Some of the things they said weren't really bad, and it is a good thing for the average teacher to see how it is herself to sit in a row and be talked at a hour at a time, without the privilege of talking back. It makes her more patient with the 'average boy' when he accidentally turns his head at an angle of forty-five instead of ninety degrees."

A way of making institutes really helpful and interesting to teachers is shown in the last annual report of Supt. Sutton, of Houston, Texas. Practical suggestions may also be drawn from the article on "Pedagogic Advancement" on page 239 of this number. The institutes as described by the "Average Teacher" are still in evidence in some parts of the country.

Last week's JOURNAL contained a note saying that vivisection had been introduced into the high school of Nashua, N. H. It is regretted that the statement was printed before the report, received from a usually reliable source was verified, for it has

been learned that there was absolutely no truth in it. To State Superintendent Fred Gowing, of New Hampshire, we are indebted for the correction.

There are 32,313 pupils in the public schools of Pittsburg, Pa., according to the report of Supt. George J. Luckey for last month. This means an appreciable increase in registration.

It is not quite clear to us why the *Times* of Kansas City, Mo., should object to the following section of the substitute to the educational bill now before the legislature. It certainly is a fair proposition. It seems that some of the papers of Missouri are going a little too far beyond the limits of reason in their fight against private normal schools. It is well that they should stand by the State normal schools, and prevent scheming politicians from trying to abolish them. THE JOURNAL has already acknowledged its appreciation of this policy. But it is a wholly uncalled for and un-American proceeding to attempt to crush out all private competition. The part of the bill that the *Times* finds objectionable reads:

"It shall be the duty of the state superintendent of public schools in June and July of each year to hold public written examinations of three days each, if necessary, in six centrally located cities of the state of Missouri, to be designated by him, for the purpose of examining applicants for state certificates. Said applicants shall present satisfactory evidence of good moral character, and said examinations shall be conducted in the same manner as those provided for in section 8079, revised statutes of 1889. And all persons passing satisfactory examinations in all branches required by the state superintendent, shall be granted certificates of qualification, and any person holding such certificate shall be permitted to teach without further examination, until such certificate is revoked by the state superintendent for incompetency, cruelty, immorality, drunkenness, or neglect of duty."

Bishop Merrill, in an address on church and state schools at the Aurora, Ill., seminary, made a strong plea for Christian training in the schools. He pointed out that there is a time in the experience of every boy and girl when in their education they are brought face to face with the great principles of religion or the truths of the Bible, and light is needed by the youthful mind. It is to be regretted that the Bible is not allowed in many public schools. One state has declared it to be a sectarian book. The speaker added:

"The principles of this great book, are at the very foundation of true citizenship, and an education without this is essentially defective. This has come largely from a wrong meaning attached to the word 'sectarian.' A religious education can be imparted without making it a sectarian education, and an education which imparts the great principles of Christian citizenship is what we should strive after in our schools."

A bill appropriating \$1,000 for the support of a school for imbecile children, has been introduced in the North Carolina legislature. There are said to be about four hundred of these unfortunate children in the state. Many states have well equipped institutions for their care and instruction, and will welcome North Carolina into their ranks.

The senior class of the high school of Terre Haute, Ind., has displayed good sense in petitioning the legislature to do away with the customary reading of essays at graduation. The students claim that in most cases the essays read are not original, besides those that are read deal generally with things that have very little interest for the average hearer. They suggest as a substitute that some able orator be secured who could make a practical talk on some useful subject. This latter plan is not much better than the one the youthful agitators are trying to abolish. Why not have the graduation exercises of songs and recitations that will please both pupils and parents, a dialogue, and a short address by the principal might also be added. Essays and long speeches had best be put in one class, and eliminated from the program.

Quite a number of state legislatures are discussing the question of pensioning teachers. It is expected that a bill will soon be introduced in Michigan providing for the pensioning of superannuated Detroit teachers. This bill has been prepared by President Clark, of the board of education of that city. As it now stands it provides that a special pension fund be established and placed in the hands of a local board of trustees. The fund is to be made up of money received from the public school teachers, from fines, moneys received by means of legacies, gifts, such moneys as may be raised from miscellaneous sources or raised or appropriated by the common council and the board of estimates; and such percentages on the salaries of the public school teachers as the board of education may see fit to assess, not to exceed one per cent. of the salary of each teacher, however. The bill also provides that the board of education shall change its by-laws so that reasonable sums may be deducted from the salaries of teachers for absence from duty, in order that such sums may be devoted to the pension fund. The board is given power to retire any teacher who has taught in public schools for twenty-five years, and any teacher shall have the right to retire after having taught such a period; provided that three-fifths of the twenty-five years in both instances shall have been served in schools within the board's jurisdiction. The retired teachers are to receive an annuity not to exceed \$400 a year.

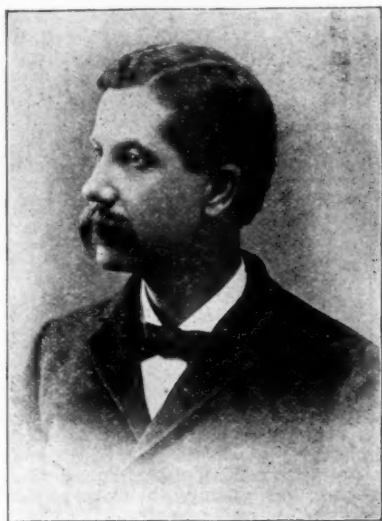
The Cleveland Convention.

NATIONAL DEPARTMENT OF SUPERINTENDENCE.

[SPECIAL CORRESPONDENCE.]

The recent meeting of the Department of Superintendence held in Cleveland was a brilliant and enthusiastic affair. Everybody seemed to be in a happy frame of mind. Here were "the elect" who had attended each yearly meeting and who knew everyone.

Here was the newly elected superintendent who, for the first time, found himself in the company of the immortals. Here was the modest Ohio-small-town superintendent who had never attended the association before, but gladly availed himself of the chance when it was at last held "in these parts." Even the way-



SUPT. L. H. JONES, OF CLEVELAND, OHIO.

The newly elected President of the Department of Superintendence.

down-East man was happy—he who with great forebodings of ill and against the pleadings of his wife had taken his life and an accident policy in his hand, and braved the dangers of this wild west-land—even this man, after the first day, shook off his fear, gave himself up to enjoyment, and wished he had brought his dress-suit!

When Director Sargent heartily welcomed the association to Cleveland, he had the unwavering attention of every man in the hall, for the visiting superintendents had never before seen a real live *Director of Education* as their position is peculiar to the plans under which the Cleveland schools are organized. As Supt. Maxwell, of Brooklyn, the president of the association, rose to reply to the addresser of welcome, the keen-sighted men



SUPT. J. H. PHILLIPS, OF BIRMINGHAM, ALA.

Elected First Vice-President of the Department of Superintendence.

in the assembly saw that in him would be found a model presiding officer, and many were the good things said of him as the session passed.

Of the first day's proceedings, the best features were:—Supt.

Gove's discussion of the topic "How to Test the Quality of a Teacher's Work;" Supt. Bright's paper on "Changes Wise and Unwise in Grammar and High School Work;" Miss Sarah Arnold's talk on "Recent Improvements in Primary Work." Miss Arnold set an excellent example to all the brethren by her charming talk without a scrap of notes. It is strange what a Chinese wall can sometimes be built between a speaker and his audience by ten cents worth of writing paper.

Wednesday was the great day of the feast. Dr. Harris was the central figure of the morning session. He presented a report from the Committee of Fifteen on "Correlation of Studies" and thereby precipitated the liveliest discussion of the entire convention. If you like excitement, you should have been there. When the pedagogical arena contains such gladiators as Dr. Harris, Col. Parker, Dr. Hinsdale, Dr. E. E. White, Nicholas Murray Butler, and others, there is sure to be some pretty fighting. Each superintendent who was not visiting Cleveland schools that morning breathed this aspiration—"When another such fray comes on 'may I be there to see'!"

There was one admirable result that came from Dr. Harris' report—A newspaper reporter had to admit that his own all-wisdom stopped on the hither side of *The Correlation of Studies*! After wrestling with the topic a while, he went over to the Electric Light Convention—also in session here—and recruited his mental poise by allowing his mind to toy with volts, watts, monocyclic systems, and such trivialities.

The programs for Wednesday evening and Thursday morning were attractive to Clevelanders since two former superintendents had prominent positions. At the former session Dr. B. A. Hinsdale spoke ably upon "History," and at the latter President Andrew Draper read the report on "Organization of City School Systems." In the discussion that followed this it was proved that if the association "knows no North and no South" it is fully aware of an "East" and a "West," since the West boldly charged the East with dangerous conservatism.

As the last session came to a close it may have been difficult for a member on the floor to decide which was more admirable—the dignified yielding up of authority by the retiring president, Supt. Maxwell, or the exceedingly graceful assuming of it by President-elect L. H. Jones, of Cleveland. But in the gallery, filled as it was each night with Cleveland teachers, their point was easily and unanimately settled.

CLARA GENELLA TAGG.

Cleveland, O.

(The work of the Department will be more fully described in next week's issue.—ED)

The Indianapolis school board has adopted plans for three new school buildings.

Nearly three years ago the managers of the State Industrial school, at Rochester, N. Y., as an experiment, abolished corporal punishment as a means to discipline in the institution. The experiment has been such an eminent success that last evening the managers adopted this by-law: "Corporal punishment is abolished." Under the laws of the state governing this institution, this order has the full effect of a statute.

The Brooklyn *Eagle* concludes a long editorial article on corporal punishment in schools with these words:

"The abolition of corporal punishment may seem desirable on theoretical and sentimental grounds, but there are small citizens who need spanking and need it often."

It seems strange that an influential paper like the *Eagle* should uphold a form of punishment as needed in the public schools which an institution of the character of the State Industrial school has abolished as unnecessary.

The *Star*, of Kansas City, Mo., puts the "educational" fights of the legislatures of Missouri and Kansas in the right light when it says:

"The friends of education in Missouri and Kansas are just passing through their biennial season of anxiety. Every two years the universities of Missouri and Kansas are made the subjects of attacks from statesmen who think such assaults are popular. The normal schools become the targets for criticism, and the agricultural schools are made the subject of censorious oratory by people who haven't any idea of what they are saying. These things all conspire to make the friends of higher education uneasy. But when the excitement subsides both legislatures, nine times out of ten, do the liberal, honest thing. It seems altogether likely that they will do so this year."

"In Kansas the bill appropriating \$100,000 to the state university for running expenses has been recommended for passage in the senate committee of the whole, where the danger was feared. In Missouri there will be an equal liberality manifest. The normal schools in the two states seem to have driven their secret enemies out of the brush and away. The anxiety is subsiding. Higher education for two years more in Kansas and Missouri is likely to go on uninterrupted. Taken year in and year out, Kansas and Missouri have been liberal with their academic schools, for all the demagogues who have talked so noisily of economy. The state universities of these two states compare favorably with any in the West. The state normals are models of their kind, and as a money investment higher education has paid."

Some religious statistics gathered by the Christian association of Cornell university will be of general interest. It was found

that out of 502 students entering the university at the beginning of the present academic year, 266 or 54 per cent. were church members; 125 or 25 per cent. were church attendants, but not members; while 111 or 21 per cent. either were not members or attendants, or did not signify their religious condition. Nearly one-fifth of the 502 new students were women, the exact number being 93 women to 409 men. The percentage of men who were church members was 49, of women 70; the percentage of men who were attendants only was 26, of women 18; the percentage of men who did not signify that they were members or attendants was 25; of women 12. The church affiliations of the 502 new students were also ascertained with the exception of 13 of the 391 church members and attendants. The Presbyterian denomination leads with 94 attendants including members, Episcopal 67, Methodist 65, Baptist 43, Congregational 40, Catholic 20, Unitarian 13, Friends 11, Universalist 9, Dutch Reform 8, and 8 scattering among Disciples, Lutheran, etc.

In a letter to the Brooklyn *Eagle* a parent complains that too much home-study is required of the children attending the public schools of that city. It contains several things that teachers in general may read with profit and is for this reason given here in part:

"I am one of many who should like to see a change in the present school methods which require children to do all their main studying at home and merely reciting in school the lessons they have studied at home. Ever since my children have gone to school they have had to study their lessons at home. As they advanced the work got to be more exacting. After they come home from school they study arithmetic, spelling, reading, geography, history, definitions, and grammar. If a child wants to learn and remember until next day, he has to study until 9 or 10 o'clock at night, after being in school all day. There is no time for recreation. I believe that the learning should be done in school. Teachers should not pride themselves that they are advancing their pupils when all the teaching is done at home, except music and physical culture."

In the four examinations last year in New York for commissioners' certificates to teach in the state there were 20,000 applicants, of whom the majority were not natives of New York, but came from various states, and in a few cases from foreign countries.

The New York *Press* utters a timely warning regarding military training. It says:

"The military training of the boys of this land is a good thing, and it ought to be encouraged. But, like other good things, it can be pushed along too far. There is a danger that over-zealous principals in their patriotic ardor may overdo the business and sacrifice the mental training of their pupils to the military idea. With them the good thing may become a fad. The real friends of the movement ought to guard against this."

The *School Physiology Journal* of January 15 contains an account of the labors and successes of Mrs. Mary H. Hunt as superintendent of the department of scientific temperance instruction in schools and colleges of the W. C. T. U.; also appreciative comments on her work by Commissioner Harris, Joseph Cook, Mary A. Livermore, A. E. Winship, Louise Manning Hodgkins, Wm. A. Mowry, Pres. E. S. Mead, E. E. White, Sarah F. Whiting, W. E. Sheldon, Vice-chancellor S. L. Beiler, Pres. G. Stanley Hall, and Frances E. Willard. The department of temperance instruction was established in 1880. In less than fifteen years, temperance education laws have been passed in every state and territory of the United States except four. School temperance physiologies prepared under Mrs. Hunt's direction, indorsed by distinguished specialists, are in use in the United States and Canada, and have been translated into several foreign languages. She has shown a genius for the work that has brought success in spite of numerous obstacles.

A bill before the South Dakota legislature provides that the graduates of any normal school in the state having the same course of study as that provided by the state normal schools shall have the same privileges and advantages as the graduates of the latter. It is said that this bill was framed in the interest of the Lutheran normal school of Sioux Falls, which occupies a very high position. If it becomes a law the graduates of that school will be entitled to first-grade teachers' certificates and can teach in the schools of the state without further examination. The bill is being strongly urged by several interested persons and seems to meet with general favor in the senate.

The objectionable features of the Missouri normal school bill appear to have been withdrawn owing to the pressure brought to bear on the committee which has the matter in hand. If THE JOURNAL is correctly informed the bill as it stands at present is a very reasonable one and only provides that the private normal schools shall not be discriminated against by the state as has been the case in the past, but shall be placed on an equal footing with state schools providing, however, that they come up to a standard fixed by law. Why should not these schools have state recognition if they are willing to maintain this standard and subject themselves to state control? The competition should be welcomed. It will prove a healthful stimulus for progress.

First Women State Superintendent.

There are now three women holding office as state superintendents: Mrs. Peavey in Colorado, Miss Reel in Wyoming, and Miss Bates in North Dakota. It is amusing to read in some papers that at least the two first-named are each "the first to be selected to that important position." Harper's *Bazar* some time ago claimed the honor for Miss Reel and a number of other papers copied the claim on their own responsibility. The Cleve-



MRS. LAURA J. EISENHUTH.

land *Press* started the primacy of Mrs. Peavey who, it says, "has the honor of being the first lady to break her way into the political arena and champion woman's suffrage." THE JOURNAL's claim that Mrs. Eisenhuth, of North Dakota, was the first woman to be elected to a state superintendency stands as yet uncontested. Mrs. Eisenhuth was elected in 1893, and held office for one year. Last November she was defeated by Miss Emma Bates, of the North Dakota normal school at Valley City who succeeded her in office. By the way, how many have been "the first person" to bring the kindergarten to this country from Germany? THE JOURNAL has heard of six so far.

Utah.

A meeting of Utah educators will be held at Salt Lake in April, for the purpose of forming a Territorial Teachers' Association, to meet annually.

A course of popular lectures is being given by the faculty of Utah university. These lectures are well attended, their tendency being to enlist greater interest in Utah's highest institution of learning.

Prof. Elias J. MacEwan, of the Agricultural college, Logan, has published a translation of Freytag's *Technique of the Drama*. The work has received complimentary mention from many leading educators and periodicals.

The summer school inaugurated last year under the auspices of the University faculty, will be continued this year, the session to continue six weeks.

Hon. T. B. Lewis, territorial commissioner of schools, will, on March 28, deliver a lecture at Salt Lake, upon the subject, "The State and Higher Education." The lecture will be one of the series under the auspices of the university.

Manitoba School Question.

Mr. Laurier, the present premier of Canada, in a recent speech which has been declared the ablest public address he has yet made reiterated his well-known dictum on the Manitoba school question. His position is simply this: If the Manitoba schools, as constituted under the existing act, are Protestant schools, it is an injustice and outrage to compel Roman Catholic parents to send their children to such schools. Every fair-minded Canadian can certainly give his assent to this proposition. Still the *Toronto Week* is right when it says that simple though it seems, it really gives no promise of help in solving the problem. The question that must be settled is, what constitutes a "Protestant school"? The Roman Catholic clergy of Manitoba is opposed to the secularization of the schools, as being antithetic to their principles. The *Week* says:

"What they (the Roman Catholics) demand, as an act of alleged justice, and as alone satisfying their conscientious scruples, is for Roman Catholic children a system of schools in which the dogmas of Catholicism shall be distinctly taught, and the ritual of that church to a greater or less degree

followed, under the direction of the accredited teachers of the church. A fair inference from Mr. Laurier's words would seem to be that he would not hold his co-religionists entitled to such schools, as state-supported schools. Is that his meaning? If so, he would probably find it easy to compromise with Protestants. But would he not be repudiated by his own fellow-churchmen?"

Meanwhile the attorney-general of Manitoba has declared that his government will not pass any legislation for the purpose of modifying the principles of the present school act, no matter what action the dominion government may take on the question.

H. G. Joly de Lotbiniere, the only French Protestant politician in the dominion, and ex-premier of Quebec, has defined his position on the Manitoba school question as follows: He favors separate schools and religious training going hand in hand with secular education, if this can be secured, but if not, and the Manitoba majority are irrevocably opposed to and will not accept it, he then considers that the only peaceful solution of the question lies in the direction of insisting upon an absolutely neutral school—neutral not only in name but in reality, leaving the duty of religious teaching to churches and parents. Such schools, at all events, will remove the complaints that one section of the people are unduly avowed at the expense of the other.

Indian Schools.

The Indian schools question is by no means satisfactorily settled yet. But there is hope that a satisfactory policy will soon be established. The result of the recent lively senate debate over these schools showed plainly that the purpose is to assume closer government control over these institutions. Much objection was made to the dropping of certain schools from the government appropriation list because of denominationalism, but they were voted down.

The argument of Senator Pettigrew that "any kind of Indian schools in the Eastern states, thousands of miles from the Indians, do more harm than good," cannot be supported. The record of Carlisle, Pa., will convince the senator that his position is not founded on facts. Still this much may be allowed that a few of the Indians who have attended Eastern schools do not always possess sufficient firmness of character to preserve the acquired blessings of civilization, especially when they return to their former savage surroundings. But even in these cases it is hard to see where any harm is done. The *Boston Traveler* gives a sound suggestion on this point. It says:

"The only way to civilize the Indian is to take him away from his environment of savagery when very young, and keep him away. His children or grandchildren you may send as missionaries to the savage red men with some hope, but if he is himself sent, he is far more likely to be converted to savagery than to convert the savage to civilization. The fact is, the farther the schools are from the Indians the more good they will do, provided always you keep their alumni practically as far away."

INDIAN SCHOOLS IN SHAWANO COUNTY, WIS.

The Milwaukee *Sentinel* last month contained a long illustrated article on the Indian schools of Shawano county, Wis. It says that Northern Wisconsin affords a fine opportunity for educational work among the Indians and that this work is being especially well done on the Oneida, Stockbridge, and Menominee reservations in Shawano county.

In the winter of 1865 the only Indian school in Shawano county was located at Keshena, about eight miles north of Shawano city, on the Menominee reservation. The school-house was a little one-story wooden building, with high board seats. Now there are several schools housed in large and comfortable buildings with efficient teachers, and every educational advantage; with a course of nine years and a list of text-books similar to those used in the state schools.

The school-houses at Keshena consists of the government buildings with accommodations for about 150 pupils, a large industrial workshop, a farm barn and 170 acres of farming land. Mr. Leslie Watson is the superintendent.

At Oneida is located another government school with two brick school houses, an industrial building, a farm barn, and a farm of eighty acres. About eighty-five pupils can be accommodated. The superintendent is Charles F. Peirce.

In addition to the government boarding schools there are several day schools in the Stockbridge, Oneida, and Menominee Indian reservations.

Besides the government schools there are two large contract boarding schools. St. Joseph's (Roman Catholic), at Keshena, has accommodations for 200 pupils. The government pays \$108 for each pupil per annum. The Wittenberg (Lutheran) school is located at Wittenberg, Shawano county, and has accommodations for about 200 pupils. The superintendent is A. Jacobson, and the pupils come largely from the Winnebago Indians scattered over Northern Wisconsin and numbering about 170 families with no reservation.

The requirements at the contract schools are similar to those in the government boarding schools. Instruction in music is given in all of the schools. The industrial teachers instruct the boys in farming, shoemaking, wagon work, blacksmithing, wood working, etc. The girls are instructed in dressmaking, sewing

of every variety, and housekeeping. The government further requires at all schools that the pupils have suitable mental, moral, and industrial training with wholesome food, suitable clothing, sufficient warmth, and good water; also that sanitary laws and regulations are complied with and that the buildings shall be kept in good repair, properly heated, lighted, ventilated, and well cared for, and medical attendance and supervision provided.

In 1865 it was uncommon to hear an Indian—man, woman, or child—speak English; now nearly the entire tribe, except the older Indians, speak English fluently.

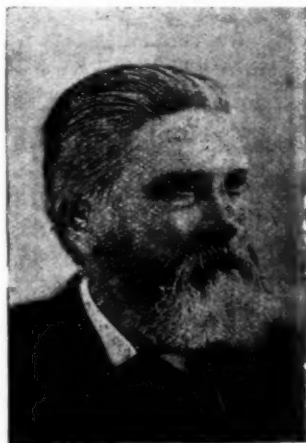
Peabody Centennial.

The New Orleans *Daily Picayune* on February 19 gave a whole page to accounts of Peabody centennial celebrations. It presents also good portraits of George Peabody; ex-Supt. H. H. Hargrove, of Shreveport, La., the author of the centennial celebration; Col. Thos. D. Boyd, president of the Louisiana state normal school at Natchitoches; and Prof. E. C. Bird, of the Shreveport high school.



COL. THOS. D. BOYD.

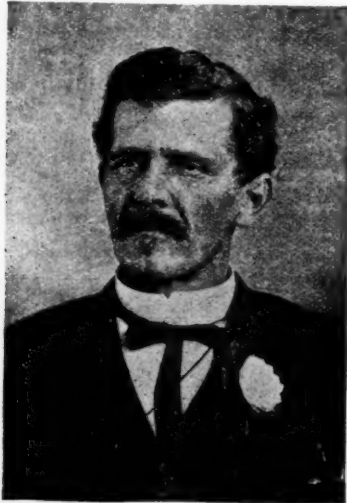
It appears that the Natchitoches normal school originated the observance of the centennial. On motion of ex-Supt. Hargrove, one of the administrators of the school, it was decided to celebrate the 100th birthday of America's greatest educational philanthropist, at that institution and to correspond with school officers with a view of making the celebration general in the South. The idea was enthusiastically received on all sides. Dr. J. L. M. Curry, the distinguished general agent of the Peabody fund, at



DR. J. L. M. CURRY.

once wrote to President Boyd, heartily endorsing the movement. President W. H. Payne, of the Peabody normal college at Nashville, responded by forming at once a general program to be used for celebrating the day. President Boyd embodied this program in a circular and addressed it to the school officers of the South. State Supt. A. D. Lafargue, of Louisiana, got out a handsome

fourteen page Peabody centennial program bearing on its front page a splendid cut of the great philanthropist. (Mention of this program was made in *THE JOURNAL*.) The movement spread rapidly and when the anniversary day arrived two continents joined to do honor to George Peabody. It was to be expected that the Natchitoches normal school would make the celebration a brilliant success. A memorial service, music, and addresses



A. D. LAFARGUE,
Superintendent of Public Instruction, Louisiana.

were the features. Among the speakers were President Boyd, Miss Morris, Mr. R. L. Himes, and Prof. B. C. Caldwell, of the normal school faculty, and Mr. M. H. Carver, of Natchitoches.

At Johns Hopkins university, Baltimore, the feature of the celebration was a lecture by Rev. Dr. A. A. Mayo, who has devoted many years to the study of the influence of the gifts of George Peabody on the schools in the Southern states. The celebration at the town of Peabody, Mass., the birthplace of the great philanthropist, has already been mentioned in *THE JOURNAL*. Throughout the South the anniversary was observed in an appropriate manner by all public schools. In the Western, Northern, and Eastern states the number of schools celebrating the day appears to have been very small, owing probably to the proximity of Washington's birthday.

The free class for instruction in the Isaac Pitman system of shorthand is attended by a large number of teachers in the Brooklyn schools. This class meets Friday evenings at the Burrill Metropolitan School of Isaac Pitman Shorthand, 591 Lafayette avenue. A similar class for teachers in the New York city public schools continues its successful course at the City college each Saturday afternoon, under the direction of Prof. W. L. Mason.

You can cure your nervousness by purifying your blood with Hood's Sarsaparilla. Take it now.

Florida.

The determination of the superintendents to meet next year in Jacksonville is a new departure that cannot but have a good result. It will not only draw southward from the Northern belt of states, it will draw together from the South itself. All the Southern states have strong men in the cities, and they will gladly join in making the meeting a successful one. The railroads may be relied on to aid in this matter. There is a line now from Chicago, Cincinnati, and New York that runs cars from these cities direct to Jacksonville, and the journey will be an easy and agreeable one. The F. C. & P. R. R. is one of the great Florida lines and is noted for its co-operative efforts in behalf of educational meetings. This connects with the Southern and thus the entire North will reach Jacksonville.

Letters.

THE FLAG-SIGNAL PROBLEM.

In your issue of Jan. 26, there is this problem: Three flags are required to make a signal. How many signals can be made with 20 flags of 3 colors, there being 4 of each color? As no correction has been offered to the erroneous solution given in a later issue, I submit the following:

1st.—Using 3 flags of one color, it is evident that 5 signals can be made.
2nd.—Using 2 flags of one color, it is also evident that 25 signals can be made. These can be duplicated; that is, two signals of the same kind may be made at the same time. Hence 50 signals may be made.
3rd.—Using one flag of each color, we can arrange them in $5 \times 4 \times 3 = 60$ ways. This can be done with only one flag of each color. With 4 of each color we may make $4 \times 60 = 240$ signals.

Therefore, $240 + 50 + 5 = 295$ signals may be made. The problem is too vague—leaves too much to be assumed.
J. K. ELLWOOD,
Pittsburg, Pa.

OBSERVATIONS OF CHILDREN.

FEMALE PUGNACITY.

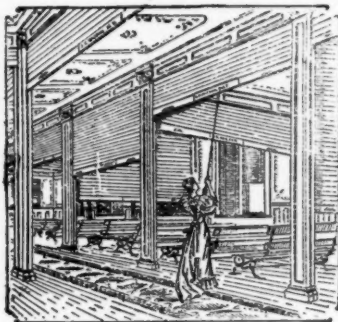
Boys' earlier inheritance is all in the way of offensive weapons, of bows, bats, balls, and noise, with a tendency to teasing and bullying, a feature for which the male has been famous, the sufferer who was put upon being the female—the weaker vessel; weaker because the males fought with one another for her; had she fought with her sisters for the males she could have been the stronger and the bigger brained.

The female, however, does inherit a pugnacious instinct, chiefly defensive. She has had to fight on behalf of her young ones, and in such cases the maternal instinct becomes very strong indeed. Children show this character; and I witnessed in one of mine a very curious exhibition of what might be called perverted instinct arising from a conflict of inherited associations. She was quite a little girl, and was nursing her doll with all possible expression of affection, loving it, kissing it, and calling it all the endearing names she knew. Up came her brother and began to tease her. In an instant the pugnacious idea was aroused in defence of the doll, but, having no available weapon in hand, she seized the doll by the hind legs and, wheeling it aloft, brought its china head down with resounding force on the cranium of her brother. He retired, howling and discomfited. She, excited with her triumph, returned to the caressing of her doll with redoubled ardor, quite unconscious of the incongruity of her actions, an unconsciousness which heightened the comicality of the incident—From *Babies and Monkeys*, by S. S. Buckman, in the *Popular Science Monthly* for January.

Good News For Asthmatics.

We observe that the Kola plant, found on the Congo river, West Africa, is now in reach of sufferers from Asthma. As before announced, this new discovery is a positive cure for Asthma. You can make trial of the Kola Compound free, by addressing a postal card to the Kola Importing Co., 1164 Broadway, New York, who are sending out large trial cases free by mail, to sufferers.

ROLLING PARTITIONS.



ROLLING PARTITION.

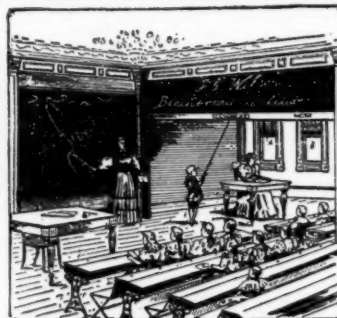
For dividing Class Rooms.

Sound-proof and Air-tight.

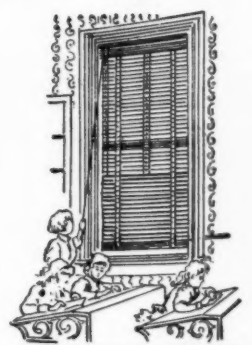
In Various Woods.

Made also with Blackboard Surface.

These partitions are a marvelous convenience, easily operated, very durable, and do not get out of order.



WITH BLACKBOARD SURFACE.



VENETIAN BLINDS in various kinds of wood.

Also WOOD BLOCK FLOORS.

THE STANDARD FLOOR FOR SCHOOLS THROUGHOUT EUROPE. Composed of Wood blocks, cemented and keyed to concrete foundation, forming a solid and immovable structure through which no dampness or foul air can penetrate and no disease germs or filth can be secreted. Firer resisting, noiseless, and warm to the feet. Can be laid in a variety of patterns in different kinds of wood. Very handsome in appearance and everlasting.

JAS. GODFREY WILSON, Patentee and Manufacturer, 74 West 23rd Street, New York.

New Books.

Carl Betz, the well-known director and supervisor of physical culture in the schools of Kansas City, Mo., has succeeded in making the best adaptation of the German system of gymnastics to the needs of American schools. He has set forth his system in a number of books, one of which is *Gymnastic Tactics*, describing evolutions performed by a number of pupils in common. He gives in this general directions to the teacher in regard to conducting the exercises, and then in the first part goes on to describe the tactics of the individual, of the rank, and of the body of ranks. This includes a great many individual movements and movements of the pupils together. Then he considers running and hopping, positions of the arms and feet, marching with free gymnastics, fancy steps, plain and fancy marches, and gives in addition march music and reigen songs. The exercises are well classified and graded, and numerous pictures and diagrams illustrate them, so that the teacher who has no previous knowledge of the subject can take up the system and carry it out successfully. (A. Flanagan, Chicago.)

Although the instructor in modern languages in a technical college is not expected to teach chemistry, physics, or any other science, the reader of selections from scientific writings is desirable, both for the familiarity with the terms the student acquires, and the facts he thereby obtains. The one who takes up the *Scientific German Reader*, of George Theodore Dippold, Ph.D., assistant professor of modern languages at the Massachusetts institute of technology, is supposed to have acquired a thorough mastery of the main principles of German grammar, and hence the notes that are given furnish help principally in regard to the meaning of uncommon words and technical terms. The matter contained in this book is so selected as to give the student information about sciences and mechanical contrivances, that he might not get elsewhere during his course. The selections relate to physics, chemistry, the steam-engine, geology, geometry, mineralogy, anthropology, the thermometer, and the compass. The book is illustrated by numerous diagrams. (Ginn & Co., Boston.)

There is without doubt a close connection between elocution and rhetoric; both treat of modes of expression—the one by words, the other by sounds. Profs. George L. Raymond and George P. Wheeler, of Princeton college, have kept this fact in view in the preparation of their book entitled *The Writer*, one of a series of handbooks upon practical expression, which will contain a correlation of the principles of elocution and rhetoric applied to every detail of English composition. The treatment is therefore broader and more philosophical than in the ordinary text-book. Under style is shown how effects corresponding to elocutionary time are produced by the arrangement of words in sentences, by the use of long and short words, and by rhythm; then the various ways in which effects corresponding to pitch, force, and quality are illustrated. Every species of construction and of figure is considered. The student is given plenty of work of correcting, and has his critical and literary sense further developed by becoming familiar with portions of the best writings in the language, used to illustrate certain qualities of style. (Silver, Burdett & Co., Boston.)

March and April Meetings.

March 9. Harvard Teachers' Association, at Harvard university, Cambridge, Mass.

March 28-30.—Southeastern Nebraska Educational Association at Beatrice. Geo. R. Chatburn, Lincoln, president.

April 3-5.—North Nebraska Teachers' Association at Norfolk. Miss C. M. White, Wayne, president.

April 4. Southeastern Wisconsin Teachers' Association, at the State Normal school, Milwaukee.

April 4-5.—Central Nebraska Teachers' Association at Aurora. Supt. J. K. Stapleton, Lexington, sec'y.

April 16-18. Thirty-fourth annual meeting of Ontario Educational Association and second meeting of the Dominion Educational Association.

April 18, 19, 20. Northwestern Iowa Teachers' Association, at Sioux City.

Western Nebraska Teachers' Association at Sidney, the last week in April.

Why Wheat is Cheap.—The extremely low price of wheat is usually attributed to every cause but the right one, the overstocking of the world's markets. Argentina has become an immense wheat producing country; it can be brought from there to New York cheaper than it can from Nebraska. The completion of the new Siberian railway will open up the vast wheat fields of Russia to the world. Southern Europe and India also help to swell the supply.

The Colors of Gold.—Most people think the color of refined gold is always the same; experts know it is not. Australian gold is redder than Californian; gold from the placers is more yellow than that from the quartz. The Ural gold is the reddest found anywhere. Few people know the real color of gold, as the alloy gives it a much redder cast than it has when pure.

The Coffee Habit

is difficult to throw off, especially if one's epicurean taste leads to the use of the Gail Borden Eagle Brand Condensed Milk in this popular beverage. Its superiority to cream is admitted. Rich flavor and uniform consistency.

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence THE educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, this is the paper.

THE PRIMARY SCHOOL, at \$1.00 per year, is a right hand of help for the teacher of young children.

EDUCATIONAL FOUNDATIONS, at \$1.00 per year, is for students of pedagogy. It discusses the History, Principles, Methods, and Civics of Education, and Child Study.

OUR TIMES contains the news of the month arranged for use in school, 30 cents a year.

A superintendent will need THE SCHOOL JOURNAL; his assistants THE INSTITUTE and PRIMARY SCHOOL; the one interested in the study of pedagogy will want FOUNDATIONS. Earnest teachers seeking advancement take THE JOURNAL, INSTITUTE, and FOUNDATIONS.

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And Enrich
Your Blood
By Taking

AYER'S
Sarsaparilla
It was the Only
Sarsaparilla admitted
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National Educational Convention,

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For the year ending December 31 1894.

Income

Received for Premiums	\$36,123,163 82
From all other sources	11,897,706 12
	\$48,020,869 94

Disbursements

To Policy-holders:	
For Claims by Death	\$11,929,794 94
" Endowments, Dividends &c.	9,159,462 14
For all other accounts	9,789,634 18
	\$30,878,891 26

Assets

United States Bonds and other Securities	\$83,970,690 67
First lien Loans on Bond and Mortgage	71,359,415 92
Loans on Stocks and Bonds	11,366,100 00
Real Estate	21,691,733 39
Cash in Banks and Trust Companies	9,655,198 91
Accrued Interest, Deferred Premiums &c.	6,615,645 07
	\$204,638,788 96

Reserve for Policies and other Liabilities, Company's Standard, American 4 per cent.	182,109,456 14
Surplus	\$22,529,327 82

Insurance and Annuities assumed and renewed	\$750,200,677 97
Insurance and Annuities in force December 31 1894	855,207,778 42

Increase in Total Income	\$6,067,724 26
Increase in Premium Income	2,528,825 84
Increase in Assets	17,931,163 82
Increase in Surplus	4,576,718 91
Increase of Insurance and Annuities in Force	\$1,923,039 96

I have carefully examined the foregoing Statement and find the same to be correct
CHARLES A. PRELLER Auditor

From the Surplus a dividend will be apportioned as usual.

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New Books.

No portion of the world's history is of more value, or deserves closer study, than that of Europe from the eleventh to the thirteenth centuries during which those ex-
peditions of Christians against Mohammed-
dians, known as *The Crusades*, took place. It is hardly necessary to state that besides repressing the Mohammedan wave that threatened to overwhelm Christian Europe, these crusades had vast effects in changing the social, political, and religious systems of that age. They helped to break down feudalism and to concentrate power in the hands of the kings, they fostered the growth of national sentiment, they assisted the spread of liberal ideas, they led to political alliances that before that would have been impossible, they increased the power and influence of the papal see, they greatly helped in the development of town life and commercial intercourse, they extended the knowledge of geography and science and opened the way for the achievements of Columbus and Vasco da Gama, they had a vast effect upon literature. The history of interesting period of history is given in a volume of the *Story of the Nations* series, by T. A. Archer and Charles L. Kingsford. The sub title, "The Story of the Latin Kingdom of Jerusalem," indicates that the narrative is confined to the crusades proper, and omits such so-called crusades as those against the Albigensians and the Emperor Frederick. Force of circumstances made the history a joint work. Mr. Archer's health being too poor to continue the labor the task was given to Mr. Kingsford to finish. Together they have produced an accurate and vivid history of the Crusades. The book is well illustrated. (G. P. Putnam's Sons, New York \$1.50.)

Early in 1894 a committee of ten representing the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Commission of Colleges New England on Admission Examinations, and the New England Association of Colleges and Preparatory Schools met in Philadelphia and adopted a report relative to entrance examinations. The main features of this were that (1) the time allowed for the English examinations to college be not less than two hours; (2) that the books presented be divided into two groups—one for reading the other for more careful study; (3) that in connection with the reading and study of the required books parallel or subsidiary reading be encouraged; (4) that a considerable amount of English poetry be committed to memory in preparatory study; (5) that the essentials of English grammar, even if there is no examination in that subject, be not neglected in preparatory study. Rev. Arthur Wentworth Eaton, B. A., of the Cutler school, New York, has prepared a small book embodying the suggestions of the committee, lists of books recommended for reading during the preparatory course, and specimens of the entrance examinations of leading New England and Middle State colleges. It will be readily seen how valuable a book it will be for preparatory schools in those states. (Ginn & Co., Boston)

In the *Soul of the Bishop*, a story by John Strange Winter, is related how the happiness of two persons was blighted because one of them, the woman, could not get herself to accept the orthodox belief. The bishop, who is the lover in the case, pleads and argues with her to no avail, and, though loving each other, they can never hope for their union. The story is a sad (some would say an unnatural) one; however, such a case might occur, if the persons were very conscientious and possessed a keen sense of honor. The style is vivid, and the story well constructed, so that the interest increases to the end. (J. Selwin, Tait & Sons, 50 cents.)



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When sickness comes a physician is called, when contention arises a lawyer is employed, and when a position is needed teachers are learning to call on the teachers' agency. The agency can do the business a great deal better than the individual can, on account of greater facilities. One of the most reliable of these is that of E. Miriam Coyriere, 150 Fifth avenue, N. Y. All sorts of positions in American and foreign colleges and schools are filled, and schools are recommended to parents.

Very soon the opening of spring will make the study of botany the most interesting one on the list; then the pupils will need microscopes. These may be had in great variety of Walmsley, Fuller & Co., Chicago, who also furnish physical and chemical apparatus, telescopes, photographic supplies, optical lanterns and slides, and make instruments of precision to order.

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An important volume by C. Alphonso Smith, Ph. D., former assistant in English in Johns Hopkins university, has just been published. Its title is *Repetition and Parallelism in English Verse*, and it is a study of the technique of poetry. William J. Relfe, Hamilton W. Mabie, Hiram Corson, and other noted scholars, and critics have spoken of it in the highest terms. Send for catalogue describing this and other books to the University Publishing Co., 43 East 10th street, New York.

Many grown-up people cannot give an intelligent account of the presidents of the United States and their principal acts. This is not right in a land where law and order depend on the intelligence of the people. Peckham, Little & Co.,

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56 Reade street, N. Y., have recently issued a Chart of the Presidents' Lives and Official Terms. The print is 11 x 16½ inches within the marginal lines, on paper of excellent quality. It is not too large to be conveniently handled, and is in good form for framing if so desired.

Although people say they do not judge a person by his dress, they do. If he has a shabby looking shoe, minus blacking, they are likely to set him down as a careless person. Ladies who use Brown's French Dressing have no occasion to be ashamed of the appearance of their foot gear.

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Magazines.

The Committee of Fifteen, appointed by the Department of Superintendence of the N. E. A., at the Boston meeting of 1893, presented an elaborate report, at Cleveland, February 19-21. This report rivals that of the Committee of Ten in interest and importance. It consists of three parts: (1) On the training of teachers, written by Superintendent Tarbell, of Providence; (2) On the correlation of studies, written by Dr. W. T. Harris; (3) On the administration of city school systems, written by President Andrew S. Draper. It is printed in full in the *Educational Review* for March.

The *Century* for March has two particularly fresh and unhackneyed subjects. In these days the account of "a new field of travel," will be greeted with pleasure by the American travelers, and this Miss Harriet Waters Preston and Mr. Joseph Pennell, the artist, have found "Beyond the Adriatic," along the coast of Dalmatia and Albania, a region, moreover, which is now accessible to travelers. The second topic is the art of the late Jean Carries, the French sculptor and potter. The *Century* is the first of the magazines, we believe, to give attention to the important work of this artist, the appearance of whose work in the Salon of the Champ de Mars of 1892, caused his fellow-artists to demand and obtain for him from the president of the republic the cross of the Legion of Honor. The text of the article is written by Emile Hovelacque, a French art critic, who, by the way, writes in English, considering the character and influence of Carries' work upon the art of his time. Nine pictures of the sculptor's work—two from examples owned in America—are presented with the article.

Apropos of the loss of the *Elbe* and the experience of *La Gascogne*, the *Review of Reviews* for March calls attention to the comparative safety, under ordinary conditions, of modern ocean travel. In the editor's opinion the New York or Chicago suburbanite incurs greater risk of accident in going back and forth between office and home during seven or eight consecutive days than does the passenger on the Atlantic ferry.

Collectors of posters will be interested to know that *Scribner's Magazine* has just issued a very striking design, in black and white, by Kenyon Cox, announcing the series of articles by President Andrews, of Brown university, on the History of the Last Quarter-Century in the United States, which began in the March *Scribner*.

The *Atlantic Monthly* for March contains the opening chapters of a striking serial entitled "The Seats of the Mighty," by Gilbert Parker. Fiction is further represented by the first instalment of a two-part story by Grace Howard Peirce, entitled "Gridou's Pity," and additional chapters from Mrs. Ward's serial, "A Singular Life." Every one who is interested in anti-slavery literature will be glad to read "Some Confessions of a Novel-Writer," by John T. Trowbridge, the gifted author of these remarkable stories. Two papers of importance are "Immigration and Naturalization," by H. Sidney Everett, and the second of Mr. J. M. Ludlow's papers, "Some Words on the Ethics of Co-operative Production." The educational paper of the issue is by Prof. N. S. Shaler, who treats of "The Direction of Education." Charles Rockwell Lanman contributes an appreciative article upon "William Dwight Whitney."

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Literary Notes.

The *Bookman* has authority for the statement that, owing to the numerous occupations of Mr. G. W. E. Russell, the editor, the collection of Matthew Arnold's letters will not be ready for some time. They cover a period of forty years (1848-88), and are chiefly addressed to his family, to the different members of which he wrote with great regularity.

A statue to be erected to Burns' "Highland Mary" on the rocks in front of Dunoon Castle, on the Firth of Clyde, where a site has been granted by the Duke of Argyll. Mary Campbell's birthplace is in the immediate vicinity, and the figure will face "the land of Burns," which lies on the opposite side of the estuary. It is intended to unveil the statue on July 21, 1896, the centenary of Burns' death, when there will be a national demonstration at Dunoon.

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Hood's Sarsaparilla has achieved great success in warding off sickness which, if allowed to progress, would have undermined the whole system and given disease a strong foothold to cause much suffering and even threaten death. Hood's Sarsaparilla has done all this and even more. It has been taken in thousands of cases which were thought to be incurable, and after a fair trial has effected wonderful cures, bringing health, strength and joy to the afflicted.

In London recently the sum of \$70.00 was paid for the 1817 edition of Keats' "Poems," and \$80.00 for "Endymion" and "Lamia" (1818 and 1820). At the same sale Shelley's "Adonais" (1821) brought \$61.00. First edition of Fielding's "Tom Jones" and "Amelia" went for \$31.00, and Milton's "Paradise Regained" (1671) for \$35.00. Thackeray's "Comic Tales and Sketches," went for \$50.00.

The *Source and Mode of Solar Energy*, by I. W. Heysinger, is the most recent of the publications of the J. B. Lippincott Company, of Philadelphia. The theory presented by the author is that the true source of solar energy is not to be found in the sun itself, but in the potential energy of space.

Mrs. Humphrey Ward's new novel, *The Story of Bessie Costrell*, deals with an episode of village life in one of the English midland counties. The serial publication will be begun in the May number of *The Cornhill Magazine*.

During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for FIFTY YEARS BY MILLIONS OF MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

G. P. Putnam's Sons announce for publication early in March a work entitled "The Armenian Crisis—The Massacre of 1894; its Antecedents and Significance—with a consideration of some of the factors that enter into this phase of the Eastern Question," by Frederick Davis Greene, M. A. The volume will contain twenty illustrations from photographs and a new map of Asiatic Turkey. It is really a hand-book on the Eastern question, various phases of which are treated in separate chapters, and its statements are based upon the most trustworthy authorities, and are supported by very full references to these.

The Current numbers of *Littell's Living Age*, show the same judicious selection, the same agreeable variety, and the same general excellencies which have always marked this unique and sterling publication. Any reader desiring to be in touch with foreign periodical literature cannot do better than subscribe for this invaluable magazine. Littell & Co., Boston, will furnish prospectus, and give information about special offers to new subscribers.

Charles Scribner's Sons have in press and will soon issue the work of Professor Charles W. Shields, entitled *The United Church of the United States*, which was announced as in preparation a few months ago, when his essay on "The Historic Episcopate" was published by the same house. Besides original contributions, the volume will afford a history of recent opinion on the question of church unity.

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